
CITY OF SAN DIEGO-MAIN LIBRARY PLAN OF SERVICE



**Submitted as part of an Application to
California State Library Office of Library Construction
Library Bond Act Grant**

***M**ake no small plans, they have no magic to stir men's blood,
and probably themselves will not be realized.
Make big plans; aim high in hope and work, remembering
That a noble logical diagram once recorded will never die,
But long after we are gone will be a living thing,
Asserting itself with ever growing insistency.*

Daniel Burnham (1849 – 1912)

Influential Architect and City Planner

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PLAN OF SERVICE-EXECUTIVE SUMMARY (OVERALL)

The Plan of Service for the San Diego Main Library is based on needs for library services expressed by more than 4,500 participants in needs assessment activities undertaken by the Library and the City over the past five years. These needs assessment activities resulted in needs expressed by the general public, and by students, teachers, and parents of children in the public education system in San Diego. In addition, an overall vision for the Main Library was formulated by a diverse group of community leaders. The Plan of Service was then devised through an iterative process that began with an understanding of community needs for library services, and an affirmation of the overall mission of the San Diego Public Library. That mission states that the purpose of the San Diego Public Library is to:

- R**espond to the information needs of San Diego's diverse communities;
- E**nsure equal access to local, national, and global resources;
- A**nticipate and address the educational, cultural, business, and recreational interests of the public; and
- D**evelop and provide welcoming environments.

It is evident that San Diego as a City is experiencing a tremendous period of growth and energy, and that the downtown area, home of the new Main Library, is itself in the midst of a very exciting time. As the vision for the City is dynamic and far-reaching, so too is the vision held for the Main Library. San Diego is one of the youngest big cities in America, and it is aching to grow up. Civic leaders agonize that despite San Diego's size and rich history, and maturing economy and communities, it has yet to evolve into a "grown-up city," that is, a city of equal stature to the great cities of the world. They often cite the lack of a great civic space – a place that symbolizes the city's identity – as the critical missing link. But the opportunity exists today to create a great civic space and define a great city in a way that has never before unified so many groups under one hope and one location. Never before has there been an opportunity to gather as many civic amenities and San Diegans under one roof. *That opportunity is San Diego's Main Library.*

Guided by a vision of both the City of San Diego, and the Main Library, Library staff established goals and objectives for the proposed Plan of Service. The goals include:

- ❖ *Students in schools in San Diego will have access to information resources, programs, and services that will directly support student achievement in elementary and secondary education.*
- ❖ *Patrons of the San Diego Main Library will have ready access to a comprehensive collection of information resources that will qualify the Main Library as the primary public repository of information for San Diego County.*
- ❖ *Patrons of the San Diego Public Library will be provided tools and services (e.g., reference services) to assist them to find the information they need in an effective and efficient manner.*
- ❖ *Citizens of San Diego will have a safe, inviting venue for public discussion, exhibitions, and programs.*
- ❖ *Patrons of the Library will have a primary public access point for all citizens to technology systems, resources, and the skills needed to use those technologies.*



- ❖ *Citizens of San Diego will have access to cultural and educational programs that will enhance the literacy levels of all citizens, and enrich cultural diversity and understanding.*
- ❖ *Citizens of San Diego will have access to programs and services aimed at improving literacy.*
- ❖ *Citizens of San Diego who have special needs (e.g., disabilities), or are new immigrants to the area, will have access to appropriate materials, programs, and services.*

To accomplish these goals, a plan was developed comprised of three components:

- ❖ Five **joint venture projects** will be undertaken as a collaboration between the San Diego Main Library and the San Diego Unified School District. These five joint venture projects will be available to schools throughout the San Diego Unified School District. In addition, the San Diego Main Library will undertake pilot projects with three public schools that are located within what might be thought of as the Main Library's direct service area: San Diego High School; Monarch School; and Sherman Elementary School. The five projects, which address high priority needs of the District, include: Curriculum and Library Resources Alignment Project; Independent Learning/Homework Center Project; Youth Empowerment for Success Project; TechnoCulture Project; and Shared Technology Project. Both the District and the Library will make substantial contributions to these projects.
- ❖ Four **High Priority Service Areas**, designed to address the most important needs for library services identified in and by the community. These High Priority Service areas include: Formal Learning Support, Youth Development, Basic Literacy, and The Commons. For each, goals, objectives, programs, collections, and staffing have been identified, together with indicators of success.
- ❖ Ten **Core Service Areas**, which reflect the basic services a major urban main or central library must provide for its community. These core service areas, identified by the Public Library Association, include: Business and career information; community referral; consumer information; cultural awareness; current topics and titles; government information; general information; local history and genealogy; information literacy; and lifelong learning.

The staff required to carry out the Plan of Service was calculated, as was the crucial role volunteers will play in implementing the Plan. Attention was also given to the needs of special populations, such as individuals with disabilities, and how the Library will serve those patrons.

The Plan of Service also describes the role technologies will play in the programs, services, and operations of the San Diego Main Library. The Library must be a central player in reducing the Digital Divide in San Diego. It is evident that the integration of technological functions into the Plan of Service for the Main Library is not just a good idea, but rather is fundamental to implementation of the service plan. In the Main Library, technology will be regarded as tools, as important aids to finding and understanding information. Technology will not be installed for its own purposes, but rather to serve the purposes of the Main Library itself, and the purposes of the patrons who choose to use the services provided by the Main Library.

The current Central Library cannot meet the present and emerging needs of the San Diego community. Those reasons are multiple: Inadequate technology, inadequate parking, inadequate space to house materials for public access, inadequate meeting and exhibit space, and inadequate patron seating. However, the new San Diego Main Library will be a public space that brings to all the people of the San Diego region the excitement and fulfillment possible through unparalleled access to information resources, and the tools to use those resources.



INTRODUCTION TO THE PLAN OF SERVICE

The Plan of Service for the San Diego Main Library is based on the needs for library services expressed by the citizens of San Diego through the various needs assessment activities described in the *Community Needs Assessment* document included as part of this application package. To quickly review those needs:

Needs of the General Public

- ❖ Resources and services to support student achievement in elementary and secondary education.
- ❖ A comprehensive collection of information resources that will qualify the Main Library as the primary public repository of information for San Diego County.
- ❖ Resources and services that will support professional development for employees of organizations and agencies in the region, and lifelong learning for all citizens.
- ❖ A primary public access point for all citizens to technology systems, resources and the skills needed to use those technologies.
- ❖ A venue for public discussion, exhibitions, and programs.
- ❖ Resources and services to raise the rate of literacy in the City, particularly for the new immigrant populations.

Needs of Elementary and Secondary Students, Teachers, and Parents

- ❖ San Diego Unified School District teachers and students need additional information resources and services to support student learning, particularly at times beyond the hours of normal school operation.
- ❖ San Diego Unified School District teachers and administrators need information resources and programming to support teacher and administrator professional development.
- ❖ San Diego Unified School District needs information resources and programs to support parent education so that parents might be more effectively involved in the learning of their children.
- ❖ San Diego Unified School District could benefit from assistance in helping their students grow and develop as individuals and leaders.

Needs of Community Organizations and Agencies

- ❖ Community organizations need a place to refer their clients that will be a reliable, primary source of information. Community organizations want (and expect) the Main Library to have an extensive collection of information resources, in all formats, that their clients need for whatever purposes they may have.
- ❖ Community organizations need a credible and accessible source for continuing professional education for their staff. Most, if not all, of the community organizations contacted in the Library's study recognize the importance of lifelong learning for their staff, and see the Main Library as a potentially good source for some of that learning.



- ❖ Community organizations need to expand public awareness of their programs and services. The Main Library as a central resource for information about all manner of community organizations is something desired by many of these organizations.
- ❖ Community organizations want an inviting and welcoming location to serve as a venue for educational and cultural programming for the benefit of their constituents. The Main Library is seen by a number of organizations as an important public channel to people who might enjoy and benefit from the cultural programming these community organizations can provide.
- ❖ Some community organizations want a place for clients to exhibit works of art and other personal expressions.
- ❖ Community organizations would like their clients to learn how to find the information they need, including using technologies. In Library parlance, community organizations appear to want the Main Library to play a key role in developing information literacy.

Needs of Special Populations

- ❖ Persons with disabilities need access to assistive technologies, and to special materials such as large text books and audio materials.
- ❖ New immigrants are particularly in need of:
 - ◆ Cultural programming.
 - ◆ Expanded foreign language collections
 - ◆ Literacy programs
 - ◆ Citizenship preparation programs
 - ◆ Small businesses start-up and maintenance information
 - ◆ Education and other services for children and teenagers

This Plan of Service contains a detailed description of what services will be delivered by the San Diego Main Library to meet the aforementioned needs. The Plan contains the following sections:

- ❖ The Mission Statement of the San Diego Public Library system
- ❖ Goals and objectives for the Library Plan of Service
- ❖ Types of services to be provided
- ❖ Jurisdiction-wide services
- ❖ Technology applications in the Main Library



MISSION OF THE SAN DIEGO PUBLIC LIBRARY SYSTEM

The mission of the San Diego Main Library will be consistent with the current mission statement of the San Diego Public Library system, which is to:

Respond to the information needs of San Diego's diverse communities;

Ensure equal access to local, national, and global resources;

Anticipate and address the educational, cultural, business, and recreational interests of the public; and

Develop and provide welcoming environments.

The mission statement, formally adopted in 1995, was derived from years of experience in the San Diego community, as well as from an awareness of global trends that impact life in San Diego. The mission clearly underscores the emergence of a highly complex and interdependent society, and the importance of providing access to information resources for all citizens. Such access is a requirement for participation in a democratic society. The mission statement of the San Diego Public Library is highly supportive of the purposes of the Bond Act.

The Library Plan of Service presented in this document describes how the San Diego Main Library will contribute to the accomplishment of the broad mission of the San Diego Public Library system, and to the information needs of students in the elementary and secondary schools in San Diego, as stated above.



WHY THE CURRENT CENTRAL LIBRARY IS INADEQUATE TO MEET THE PRESENT AND EMERGING NEEDS OF THE SAN DIEGO COMMUNITY

The Community Needs Assessment planning document provides the substantive reasons the current Central Library facility simply cannot address the needs of the community. As a prelude to the description of the Library Plan of Service, it might be well to review, in summary form, why present needs cannot be met, to say nothing of future needs. Figure 1 contains this summary, slightly elaborated from the closing argument in the Community Needs Assessment document.

Figure 1: Ways in which the current Central Library is inadequate to meet the needs of residents of San Diego

COMMUNITY NEEDS	BARRIERS IN CURRENT FACILITY TO MEETING THESE NEEDS
Comprehensive collection of information resources	<ul style="list-style-type: none"> ◆ No shelving space remaining ◆ Inadequate user seating ◆ Inadequate technology
Support professional development for teachers and other professionals	<ul style="list-style-type: none"> ◆ Inadequate meeting rooms ◆ Inadequate training support ◆ Inadequate technologies ◆ Inadequate parking
Access to technology resources	<ul style="list-style-type: none"> ◆ Inadequate technologies ◆ Inadequate infrastructure (wiring, etc) ◆ No place to put more technology
Venue for public discussion, concerts, exhibits	<ul style="list-style-type: none"> ◆ Inadequate amount and kind of meeting or display space ◆ Inadequate amenities (e.g., bathrooms) ◆ Minimal ADA compliance (not fixable) ◆ Inadequate parking
Support student learning	<ul style="list-style-type: none"> ◆ Inadequate space for homework center ◆ Inadequate seating ◆ Inadequate technologies
Raise literacy levels	<ul style="list-style-type: none"> ◆ Inadequate meeting space ◆ Inadequate seating ◆ No place to shelve new materials



GOALS AND OBJECTIVES: LIBRARY SERVICES IN THE SAN DIEGO MAIN LIBRARY

Goals of the Library Plan of Service

Based on the community-and-schools-expressed needs, the **Goals** for the Plan of Service for the San Diego Main Library are as follows:

- ❖ Students in schools in San Diego will have access to information resources, programs, and services that will directly support student achievement in elementary and secondary education.
- ❖ Patrons of the San Diego Main Library will have ready access to a comprehensive collection of information resources that will qualify the Main Library as the primary public repository of information for San Diego County.
- ❖ Patrons of the San Diego Public Library will be provided tools and services (e.g., reference services) to assist them to find the information they need in an effective and efficient manner.
- ❖ Citizens of San Diego will have a safe, inviting venue for public discussion, exhibitions, and programs.
- ❖ Patrons of the Library will have a primary public access point for all citizens to technology systems, resources and the skills needed to use those technologies.
- ❖ Citizens of San Diego will have access to cultural and educational programs that will enhance the literacy levels of all citizens, and enrich cultural diversity and understanding.
- ❖ Citizens of San Diego will have access to programs and services aimed at improving literacy.
- ❖ Citizens of San Diego who have disabilities, or are new immigrants to the area, will have access to appropriate materials, programs, and services.

Objectives of the Library Plan of Service

The **Objectives** of the overall Library Plan of Service derive directly from the goals stated above, which in turn were formed in response to the analysis of library service needs described in the Community Needs Assessment Planning Document. Objectives provide more specificity about implementation of goals. The objectives of the Plan of Service include:

To Support Student Achievement, the San Diego Main Library will:

- ❖ Align its collection as closely and visibly as possible with school curricula.
- ❖ Provide opportunities for students to learn how to use the library to support their learning projects.
- ❖ Offer educational and cultural programming relevant to the needs and interests of students.
- ❖ Provide opportunities for students to grow and develop as individuals and leaders through involvement in work, mentoring, and seminars.

To Provide Access to Information Resources, the San Diego Main Library will:

- ❖ Expand its print holdings by approximately 2.5% each year, through additions to its popular collections, and by building up certain parts of the collection annually.



- ❖ Maintain its current commitment to periodical annual subscriptions, adjusting titles as needed to meet emerging demands.
- ❖ Expand its electronic database subscriptions by approximately 10% annually, in response to the emergence of important new databases, and patron demand.
- ❖ Increase by approximately 15% annually the number of students from elementary and secondary schools that use the Homework Center as a means of gaining access to learning materials.
- ❖ Maintain and, where possible within the confines of operating budgets, expand the number of reference librarians available to patrons to assist in information finding.
- ❖ Expand by approximately 10% a year the number of Pathfinders (both print and electronic) available to patrons to locate the kinds of information they seek.
- ❖ Acquire or lease new finding tools for patrons and staff, as those tools become available on the market.

To Provide a Venue for Meeting Places for its Patrons, the San Diego Main Library will:

- ❖ Provide sufficient numbers and kinds of meeting rooms, and meeting support, to serve as a major community hub for all manner of community meetings and events.
- ❖ Encourage individuals and groups in the community to exhibit their work and performances.

To Provide Access to Technologies, the San Diego Main Library will:

- ❖ Update/upgrade its computer workstations on a regular basis to provide for patrons up-to-date machines to access databases and the Internet.
- ❖ Provide ongoing training for patrons in how to use computer technologies available in the Library.

To Provide Cultural and Educational Programming, the San Diego Main Library will:

- ❖ Collaborate with community groups (See Community Needs Assessment) to identify needs for programming, and work with those groups to plan specific programs.
- ❖ Maintain and expand as possible the current concert and film programs presented by the Central Library.
- ❖ Take a leadership role in sponsoring, planning for, and implementing a San Diego Book Festival on an annual basis.
- ❖ Cooperate with the San Diego Unified School District to plan for and offer at least 10 programs reaching into the schools through technologies, on an annual basis.

To provide Literacy Services, the San Diego Main Library will:

- ❖ Increase the number of individuals participating in literacy programs by approximately 10% each year.
- ❖ Develop experimental program offerings in emerging forms of literacy, including technology, information, and civic literacy.



To Support Persons with Special Needs, the San Diego Main Library will:

- ❖ Seek grants to obtain additional assistive technologies to better meet the needs of persons with disabilities.
- ❖ Increase the number of large print and other special format materials by approximately 10% per year.
- ❖ Increase the number of foreign language books and materials by approximately 10% a year.
- ❖ Work with community organizations to improve access by new immigrants to information about social and other services available in San Diego.

Roles of Library Services

The San Diego Public Library system has played an important role in the life of the San Diego community for more than 100 years. The new San Diego Main Library will continue that tradition by playing roles in the growing San Diego community that reflect the goals and objectives in the Library Plan of Service. These roles include the following:

- ❖ Primary repository of information resources: The San Diego Main Library will continue to play the role of primary repository of information resources for the general public.
- ❖ Creator of value-added information seeking tools: The Library will play a role in designing and developing new tools whereby its patrons can better find the information they need.
- ❖ A nexus for community events and dialogue: The San Diego Main Library will be one of the premier venues for social, cultural, and educational events in the City.
- ❖ An important purveyor of educational programming: Working closely with education organizations, museums, and other educational institutions, the Main Library will be an important educational institution in the City of San Diego
- ❖ The keeper of community memory: The Library will serve a role as one of the important memories of the San Diego community, as it assembles records and information about and by San Diegans.

Indicators of Success

How does any library know if it is being successful? How can the citizens of San Diego know if its Main Library is meeting the needs of the community?

At a general level, a small set of performance indicators can be identified to provide a portrait of the success of a public library at a point in time or across a number of points in time. These indicators include:

- ❖ Statistical profiles of traditional measures of library performance such as circulation, reference questions asked, “gate count,” etc.
- ❖ Patron satisfaction with the services they receive.
- ❖ Increases in collection size and diversity.
- ❖ Amount and diversity of public programming, and attendance at those programs.
- ❖ Public recognition of the services of the public library.

In a later section of this proposal, more specific indicators of performance pertaining to specific services are delineated.



HOW THE PLAN OF SERVICE RESPONDS TO NEEDS STATED BY THE SAN DIEGO COMMUNITY

Figure 2 depicts how the goals and objectives outlined above relate to the needs for library services expressed by the community, as recorded in the *Community Needs Assessment* document in this application.

Later in this proposal, five joint venture projects, to be carried out as a partnership with the San Diego Unified School District, are described. These projects were selected in response to student and teacher needs existing in the District. The specific relationship of the joint venture projects to those needs reasonably addressed by the San Diego Main Library is depicted in a later figure in this proposal.

Figure 2: Relationship of Community Needs to Main Library Project Goals

SAN DIEGO NEEDS	MAIN LIBRARY PROJECT GOALS
A comprehensive collection of information resources that will qualify the Main Library as the primary public repository of information for San Diego County.	<ul style="list-style-type: none"> ♦ Patrons of the San Diego Main Library will have ready access to a comprehensive collection of information resources that will qualify the Main Library as the primary public repository of information for San Diego County. ♦ Patrons of the San Diego Public Library will be provided tools and services (e.g., reference services) to assist them to find the information they need in an effective and efficient manner.
Resources and services that will support professional development for employees of organizations and agencies in the region, and lifelong learning for all citizens.	<ul style="list-style-type: none"> ♦ Patrons of the Library will have a primary public access point for all citizens to technology systems, resources and the skills needed to use those technologies. ♦ Patrons of the San Diego Public Main Library will be provided tools and services (e.g. reference services) to assist them to find the information they need in an effective and efficient manner.
A primary public access point for all citizens to technology systems, resources and the skills needed to use those technologies.	<ul style="list-style-type: none"> ♦ Patrons of the Library will have a primary public access point for all citizens to technology systems, resources and the skills needed to use those technologies.
A venue for public discussion, exhibitions, and programs.	<ul style="list-style-type: none"> ♦ Citizens of San Diego will have a safe, inviting venue for public discussion, exhibitions, and programs.
Resources and services to support student achievement in elementary and secondary education.	<ul style="list-style-type: none"> ♦ Students in schools in San Diego will have access to information resources, programs, and services that will directly support student achievement in elementary and secondary education. ♦ Students of the San Diego Main Library will be provided tools and services (e.g., reference services) to assist them to find the information they need in an effective and efficient manner.
Resources and services to raise the rate of literacy in the City, particularly for the new immigrant populations.	<ul style="list-style-type: none"> ♦ Citizens of San Diego who have disabilities or are new immigrants to the area will have access to appropriate materials, programs, and services. ♦ Citizens of San Diego will have access to programs and services aimed at improving literacy and understanding



TYPE OF SERVICES TO BE PROVIDED

The request for proposals requires that all applicants provide a detailed description of the types of services the applicant library will provide to the community. There are several ways these services could be organized and presented in this application: by patron group; by traditional divisions in a Main Library (content or disciplines); or by types of services. The San Diego Main Library has decided to present its intended services by utilizing the framework of the Public Library Association planning guide. In this section, we organize our proposed service areas in three groupings.

- ❖ A detailed description of **five joint venture projects** the Main Library will undertake in partnership with the San Diego Unified School District, in particular fulfillment of the requirements of the Bond Act.
- ❖ A detailed description of **four high priority service areas** which the Main Library regards as being particularly responsive to the needs expressed by the community for Main Library services; and
- ❖ A summary of **10 core service areas** the Main Library will provide for all patrons, to fulfill its responsibility as a primary regional public library;

In its publication entitled *The New Planning for Results* (Nelson, 2001), the Public Library Association (PLA) identified 13 general types of library services a given public library might select to offer its patrons in response to community needs. As a regional library, and the “main” library in the San Diego Public Library system, the San Diego Main Library will in fact offer to patrons in the region each of the 13 service areas contained in the PLA publication, plus a service area we call youth development.

Joint Venture Projects with the San Diego Unified School District

The language of the California Reading and Literacy Improvement and Public Library Construction and Renovation Bond Act of 2000 establishes the important connections among public libraries, schools, reading, and literacy. While intended to support the construction of new libraries or the renovation of existing libraries, the Act is clearly not only about building facilities, but about establishing means whereby the resources of two of the major cultural institutions of society, the public library and schools, can be used in collaborative and creative ways to enhance the public benefits derived from both institutions.

The idea of closer relations between public libraries and schools is timely indeed. The state of school libraries in California is not attractive. According to a survey conducted for the California Department of Education:

- ❖ Most schools in California have a place designated as the library, although staffing, collections, and programs range from exemplary to substandard.
- ❖ Approximately one in seven California schools has a credentialed library media teacher part time or more.
- ❖ The latest figure for the average number of school library books per student, kindergarten through grade 12, is 11.9. The national recommendation for library books per student is 16-25.
- ❖ The average copyright date of a California school library nonfiction book is 1982.



- ❖ Seventy-one percent of responding school libraries reported the use of an electronic catalog; 72% reported having access to the Internet.
- ❖ The average number of hours that a California school library is open to students is 15 hours per week.

As described in the *Community Needs Assessment*, the state of school libraries in San Diego reflects the general observations stated above. While each high school and middle school in the San Diego Unified School District has a designated library, and a trained school library media specialist, those positions are being threatened by budget exigencies; the budgets for collection development in these libraries are very tight. Most of the elementary schools in the District have a space called a library, but the condition of that space varies greatly. Staffing is a significant challenge in the elementary school libraries in the District.

Given the state of school libraries in the State of California, and throughout the nation, the idea that public libraries should work closely with schools is not just a *good* idea, but also an increasingly *essential* idea. While the public library cannot meet all the information needs of students in K-12 schools, some of those needs can be met through higher levels of cooperation between the public libraries and the schools.

This section of the Plan of Service focuses on *joint venture projects* between the Main Library and schools in the San Diego area. Projects linking the schools and the public library system in San Diego are not without precedent: both the library system and the schools have enjoyed projects and general relationships that have benefited both agencies. The Bond Act of 2000, through the mechanism of a cooperative agreement, seeks to formalize this relationship. This section describes the elements of a Cooperative Agreement between the San Diego Main Library, and the San Diego Unified School District, the largest district in the region.

The mission of the San Diego Unified School District is to improve student achievement by supporting teaching and learning in the classroom. To make progress toward this broad mission, the District in 2000 adopted a plan called the ***BLUEPRINT FOR STUDENT SUCCESS IN A STANDARDS-BASED SYSTEM***. About the Blueprint, the District said:

The issue of ending social promotion has too often been posed as a debate over the benefits and disadvantages of promotion vs. retention. Yet we know that neither strategy is appropriate for students who are not meeting high academic standards. The Blueprint for Student Success in a Standards-Based System offers a more proactive approach to the problem by focusing district financial and human resources on instruction through a carefully articulated series of prevention, intervention, and retention strategies. This comprehensive plan serves as a blueprint for changing the organizational structure of district schools and the entire system to support teaching and learning for all students. All these strategies are directed toward providing for all students the best pedagogy, the richest learning environment, and sufficient time to meet high standards.

The Blueprint is an ambitious plan. Early on, the District acknowledged that there would be challenges in implementing the plan: *“Throughout the course of the development of the Blueprint for Student Success, it has been apparent that we do not have the human or financial capacity to implement all parts of the Blueprint at once.”*



The San Diego Main Library believes it can contribute to the Blueprint plan in several ways, by addressing at least four student learning and teacher professional development needs, as stated earlier in this proposal:

- ❖ San Diego Unified School District teachers and students need additional information resources and services to support student learning, particularly at times beyond the hours of normal school operation.
- ❖ San Diego Unified School District teachers and administrators need information resources and programming to support teacher and administrator professional development.
- ❖ San Diego Unified School District needs information resources and programs to support parent education so that parents might be more effectively involved in the learning of their children.
- ❖ San Diego Unified School District could benefit from assistance in helping their students grow and develop as individuals and leaders.

Under the terms of the Cooperative Agreement between the City of San Diego and the San Diego Unified School District, five specific cooperative projects will be undertaken. These projects, spelled out below, are in addition to the general services which any student or teacher can receive from the San Diego Main Library (See High Priority and Core Service areas below). The five joint venture projects include:

- ❖ Curriculum and Library Resources Alignment Project
- ❖ Independent Learning/Homework Center Project
- ❖ Youth Empowerment for Success Project
- ❖ TechnoCulture Project
- ❖ Shared Technology Joint Venture Project

These five joint venture projects will be available to schools throughout the San Diego Unified School District. In addition, the San Diego Main Library will undertake pilot projects with three schools that are located within the Main Library's direct service area: San Diego High School, Monarch School, and Sherman Elementary School.

Curriculum and Library Resources Alignment Joint Venture Project

Purposes of the Alignment Project

This Joint Venture project will advance a process where public librarians, school librarians, and teachers work together to determine what kinds of information resources the public library should acquire and/or organize to support public school curricula, and thus enhance the ability of students to find the resources they need to complete assignments at their public library. A mapping of school curricula that can provide ongoing guidance for public librarians to acquire maximally relevant materials is envisioned.

In the absence of close coordination between public libraries and public schools, students themselves must become mediators between the demands of their curricula, and the resources available in the library. Many times, students are able to find just the right materials they need at their public library



to satisfy an assignment or requirement imposed by their studies. Too often, however, students are *not* able to bridge requirements and resources. If the Library builds its school-age collection in closer cooperation with the public schools, the Library itself would be able to better facilitate effective and efficient acquisition of just the right resources for school assignments. The public library will be better positioned to enhance student learning, and the public school will be able to draw on a significant additional resource to enhance its instructional responsibilities.

The broad purpose of the Alignment Joint Venture is to establish a system whereby students in the K-12 schools of San Diego will be able to efficiently gain access to resources, in a timely fashion, from the Main Library that will assist them to be successful learners. This project will achieve an increasingly sophisticated alignment between the collections and services of the San Diego Main Library and the specifics of curricula taught as part of the Blueprint plan in San Diego Unified School District.

Several more specific goals will be pursued to achieve the purpose stated above, including:

- ❖ Identify specific resources that will be useful to students in achieving the learning outcomes sought in the various curricula areas, and that can be purchased for inclusion in the public library collection.
- ❖ Identify specific services that the Main Library can provide for school students that would enhance their learning effectiveness in school curricula (e.g., library research skills).
- ❖ Create a process for ongoing dialogue between public library and public school staff to evaluate the effectiveness of library collections and services in supplementing instruction in the schools, and to update collection holdings as appropriate to reflect student information needs.

Alignment Project Activities

While the details of this Joint Venture Project will need to be worked out by library and school staff, it is possible to identify the kinds of activities that will be pursued, including:

- ❖ Collaborative identification of curriculum areas judged to be high priority for the alignment project.
- ❖ Analysis of curriculum content areas to determine priority areas of need for support materials from the Main Library.
- ❖ Identification of existing materials (all formats), and the need for acquisition of new materials, for high priority curriculum areas.
- ❖ Development of programming appropriate for library support for San Diego Unified School District in high priority curriculum areas.
- ❖ Development of Pathfinders and other aids that will help students make best use of library resources to support their classroom requirements.



Intended Alignment Project Outcomes

The outcomes intended to result from implementation of the Alignment Project include the following:

- ❖ Improved student performance in homework assignments.
- ❖ Increased relevancy of Main Library resources to students.
- ❖ Increased circulation and traffic at Main Library.

Contributions/Responsibilities of the San Diego Main Library in Implementing the Alignment Project

The San Diego Public Library will be responsible for the following to support implementation of this project:

- ❖ Provide staff to identify, select, and publicize curriculum-relevant resources for students and teachers.
- ❖ Purchase new information resources as needed to support curriculum areas.
- ❖ Provide staff for the organization and delivery of programming.
- ❖ Provide space and technology for students to use while in the Main Library.

Contributions/Responsibilities of the San Diego Unified School District in Implementing the Alignment Project

The San Diego Unified School District will be responsible for the following to support implementation of this project:

- ❖ Provide staff to work with librarians in the identification of high priority curriculum areas.
- ❖ Provide staff to assist in the review of library materials.
- ❖ Provide training for staff to become familiar with the alignment process, and the materials identified as a result of that process.
- ❖ Deliberately encourage students to use the resources of the San Diego Main Library.

Independent Learning/Homework Center Joint Venture Project

Purposes of the Project

For a number of years, the San Diego Public Library has provided Homework Assistance Centers in all of its facilities. In the new Main Library, however, the idea of the homework center will be expanded considerably, and will operate much more as a collaborative between the Library and the San Diego Unified School District.

The goal of this project is to create a seamless educational support system for young students from kindergarten through 12th grade. This is an age when children are the most impressionable and can be reached before they turn to drugs, alcohol, or gang activity. It is also the age that provides the basis for lifelong learning.



This Joint Venture Project will promote academic excellence to children and youth in San Diego by offering students a designated place to go after school where they can get the scholastic support they need. Research has shown that children read more as a result of their participation in the library=s homework-assistance program and that their math scores improve. In addition their self esteem grows as they learn how to better cooperate with adults and other students. The purpose of the project is to provide students a full-service homework environment which would include book collections, electronic resources, internet access, homework assistance, tutoring, and a volunteer program which would incorporate the Youth Empowerment for Success (YES) Project (See below), using teens as mentors. Providing adequate staff is the single most important element to developing an effective homework-assistance program

The Library and the San Diego Unified School District will work together in the implementation, operation, and promotion of the Homework Center at the Main Library.

Independent Learning/Homework Center Project Activities

The design and ongoing implementation of the Independent Learning/Homework Center in the San Diego Main Library will involve a number of activities, including:

- ❖ Library staff and teacher representatives will form a Homework Center advisory committee to guide the design and implementation of the Main Library Homework Center.
- ❖ Selected Library and School District staff will receive training in the provision of homework assistance activities through the Homework Center.
- ❖ Students in schools served by the Main Library will be transported to the library for orientation to the Homework Center, and the Main Library generally.
- ❖ Books (including core curriculum textbooks), technology-based resources, and initial programming will be identified and assembled in the Homework Center area.
- ❖ Youth at risk from local schools will be enrolled and sustained in their use of the library homework center throughout the school year. Teachers will be involved to identify needs and track progress of students during the school year.
- ❖ Peer support among the program participants will be fostered through weekly group activities related to the interests, reading abilities, and skill levels.
- ❖ Parents of the students will be involved in the Homework Center in order to target needs and gain support and reinforcement from home as well as school.
- ❖ A service called "A Teacher in the Library" will be provided, where teachers provide homework assistance in the library after-school, and "A Librarian in the School" where librarians would visit schools and teach students about print and electronic resources.
- ❖ The Youth Empowerment for Success Joint Venture Project (See below) will be incorporated into the Homework Center by recruiting students from the YES to participate as tutors and mentors.
- ❖ The Homework Center will be operated at peak after-school hours (3-6 p.m. Monday through Thursday and Friday through Sunday 1-5 p.m.) during the school year.



A sixth grade student enters the Library Homework Center, and is approached by a staff member or volunteer helper and asked about his homework needs. The student already has some idea of the library's resources and programs through the A Librarian in the School® program, and through an initial tour of the library with a school field trip. The student is assigned a volunteer tutor from the Youth Development Program, who also acts as a mentor. The student signs up and receives one-on-one tutoring, library print and electronic resources, and access to textbooks to help with his homework assignment.

The student could also sign up for special free programs offered by the Center such as reading programs, contests, special programs (e.g., how to write a book report), research techniques, and internet and word processing classes. There may also be healthy snacks available at the Homework cafe staffed by teen volunteers.

The student finds privacy for quiet study and tutoring in the Homework Center surrounded by all the appropriate library resources, where the student is made to feel comfortable and at home. Drawing on these resources, the student completes his homework!

Intended Independent Learning/Homework Center Project Outcomes

The outcomes intended to result from implementation of the Homework Center Project include the following:

- ❖ Improvement in student achievement, especially for at-risk youth.
- ❖ Increased use of the Main Library for curriculum support and after-school activities.
- ❖ Increased activity of teens in the library as volunteers, tutors, and mentors.
- ❖ Decreased amount of unstructured time for latchkey children in the community.

Contributions/Responsibilities of the San Diego Main Library in Implementing the Homework Center Project

The San Diego Public Library will be responsible for the following to support implementation of this project:

- ❖ Provide staff to plan, implement, and oversee the resources and activities of the Homework Center Project.
- ❖ Purchase new print and electronic resources as needed using recommendations from the Curriculum and Library Resources Alignment Project (See above).
- ❖ Provide a dedicated supervised space in the Main Library to meet the requirements of the after-school students, including study space, computers, and tutoring areas.
- ❖ Promote the Homework Center through flyers, booklists, pathfinders, the Library web site, and the media.

Contributions/Responsibilities of the San Diego Unified School District in Implementing the Homework Center Project

The San Diego Unified School District will be responsible for the following to support implementation of this project:



- ❖ Provide staff to work with librarians on the coordination of the Homework Center activities and participate in the ATeacher in the Library@ program.
- ❖ Supply and maintain K-12 core curriculum textbooks as a student reference resource collection for the Homework Center in the Main Library.
- ❖ Act as a resource for recommending at-risk students for specific homework help, and documenting their progress.
- ❖ Act as a resource for collection development of the Homework Center through the Curriculum and Library Resources Alignment Project.
- ❖ Provide training and software for the Accelerated Readers program in the Homework Center.
- ❖ Assist in the promotion and publicity for the Homework Center through the School District newsletters, school web sites and information flyers to teachers and students.

Youth Empowerment for Success (YES) Joint Venture Project

Purposes of the YES Project

The vision of the Youth Empowerment for Success Project of the Main Library and San Diego Unified School District is to create a partnership of advocacy among youth, the library, the schools, and the communities which will inspire youth creativity, strengthen youth leadership, and support self determination to secure a successful future in a safe, fun, educational, and enjoyable place. The Main Library in collaboration with the San Diego Unified School District will develop and maintain “value-added” tools, resources, activities, opportunities, and supports to further the developmental progress of students in middle and high school as appropriate.

The Urban Libraries Council urges libraries to become involved in youth development with a purpose of achieving these kinds of outcomes for youth, consistent with the purposes sought by the San Diego Main Library:

- ❖ Students contribute to their community.
- ❖ Students feel safe in their environment,
- ❖ Students have meaningful relationship with adults and peers.
- ❖ Students achieve educational success.
- ❖ Students have marketable skills.
- ❖ Students develop personal and social skills.

Youth Empowerment for Success Project Activities

The activities to be undertaken as part of the YES Project reflect the intent to engage students in leadership and career development efforts. These activities will include the following:

- ❖ Collaborative identification of activities, opportunities, and supports to further the developmental progress of students.
- ❖ Purchase of new “value-added” tools and resources to support youth development.



- ❖ Development and implementation of programming fostering strong and active youth participation.
- ❖ Development of meaningful volunteer and paid employment opportunities for teenagers and young adults at the library.

Imagine a volunteer program where the tasks are most appropriate to the skill set, ability, and preferences of the teenagers. Imagine teen volunteers who are actually assigned an activity most suitable to them. For example, some teens might prefer to interact regularly with library customers, others might prefer working on their own; some teens will be good at designing artwork, others will be better at working with children.

Take the case of teen library volunteer Christopher Bautista. His technology teacher assigned all ninth graders to develop, design, and then post a web page on Cinco de Mayo. Chris met with library staff regarding the possibility of incorporating this project with his community service hours. Under the supervision of the student intern, Chris created web pages about various aspects of traditions and beliefs associated with this holiday which will be used and linked with the library web site that he is currently helping to create. Each page was brief, factual, and well sourced. His research also served as the foundation for planning library craft programs for Cinco de Mayo celebration.

YES also offers high school age teens valuable job training, teen leadership workshops, and paid work experience (as student interns) at the new Main Library. Student interns provide individual homework help and technology assistance to children, teens, and families.

Intended YES Project Outcomes

The following outcomes are expected as a result of implementation of the YES project:

- ❖ Students contribute to their community.
- ❖ Students increase their leadership and interpersonal skills.
- ❖ Students acquire marketable skills.
- ❖ Students acquire knowledge of employment opportunities.
- ❖ Students set positive personal education goals.
- ❖ Students' academic achievement shows marked improvement.
- ❖ Students refine their personal and social skills.
- ❖ Students develop meaningful relationship with adult and peers.

Contributions/Responsibilities of the San Diego Main Library in Implementing the YES Project

The San Diego Public Library will be responsible for the following to support implementation of this project:

- ❖ Provide staff to identify, select, and publicize activities, opportunities, and supports to further the developmental progress of students.
- ❖ Purchase new "value-added" tools and resources to support youth development.



- ❖ Provide staff for the organization and delivery of programming.
- ❖ Encourage youth participation in all stages of program development.
- ❖ Provide meaningful volunteer and paid employment opportunities for teenagers and young adults.
- ❖ Provide space and technology for students to meet developmental needs.

Contributions/Responsibilities of the San Diego Unified School District in Implementing the YES Project

The San Diego Unified School District will be responsible for the following to support implementation of this project:

- ❖ Provide staff to work with librarians in the identification of activities, opportunities, and supports to further the developmental progress of students.
- ❖ Provide staff to assist in the review of “value-added” tools and resources.
- ❖ Deliberately encourage students to participate in the youth development project.
- ❖ Provide staff to identify and nominate students to do volunteer and/or paid work at the library.
- ❖ Provide community service credits for youth participation at the library.
- ❖ Publicize the program to inform students, teachers, and parents.

TechnoCulture Joint Venture Project

Purposes of the TechnoCulture Joint Venture Project

The TechnoCulture Project is designed to accomplish two primary purposes:

- ❖ To provide cultural programming to students in ways that celebrate the diversity of the San Diego community, and that expose students to cultural content that they might not ordinarily receive in their classroom; and
- ❖ To acquaint students with the benefits and limitations of participating in emerging virtual communities, whose parameters offer opportunities for sharing and learning that are not possible without the use of telecommunications technologies.

TechnoCulture Project Activities

When it is implemented, the TechnoCulture project will bring San Diego Unified School District students a number of exciting events that will put the students in touch with fascinating people, places, and topics, selected to enhance the instructional programs presented through the District.

To make these kinds of events possible, the San Diego Main Library and the San Diego Unified School District will engage in the following activities:

- ❖ Explore alternative technology-based means of connecting the Main Library and San Diego Unified School District that will enable the Main Library to participate in programming for students using technologies.



- ❖ Design a series of program events intended for students, that draws on the rich resources of the San Diego community (e.g., art museums, clubs and organizations, businesses, etc.), to be delivered via selected technology-based systems.
- ❖ Identify library resources pertinent to each program, and prepare collections of those materials that can be transported to sites where students are connected, so that students can actually check out materials at the site.

San Diego enjoys some of the most wonderful coastlines anywhere in the world. The citizens of San Diego can enjoy this coastline in any number of ways. But is our coastline in trouble? Are we in danger of losing this wonderful resource?

Students in six San Diego Unified School District classrooms have an incredible opportunity to learn about the dangers to our coastline, and other coastlines as well, by spending time with some of the world's foremost experts: scientists at the Scripps Institution of Oceanography. The classrooms are all connected to an interactive video teleconferencing system, which allows a scientist at Scripps, a diver in a ship off the coast of San Diego, and a surfer to "visit" these classrooms live, to share information students will find fascinating, and a little scary, about what is happening to our coast.

And to support that live visit: books, DVDs, and other information from the San Diego Main Library will be right there in the students classrooms, to be checked out and used as part of homework assignments on the topic.

Intended TechnoCulture Project Outcomes

The following outcomes are expected as a result of implementation of the TechnoCulture project:

- ❖ Increased use of City cultural resources by students.
- ❖ Increased use of Main Library collections by students.
- ❖ Increased quality in homework assignments completed by students.

Contributions/Responsibilities of the San Diego Main Library in implementing the TechnoCulture Project

The San Diego Public Library will be responsible for the following to support implementation of this project:

- ❖ Work with School District staff to identify potential technology systems that will enable the kinds of connections needed for programming.
- ❖ Coordinate the identification of topics for cultural programs, and design each program.
- ❖ Prepare resource collections to support each program, together with Pathfinders and other user aids.
- ❖ Coordinate materials check-out at sites.



Contributions/Responsibilities of the San Diego Unified School District in Implementing the TechnoCulture Project

The San Diego Unified School District will be responsible for the following to support implementation of this project:

- ❖ Work with San Diego Main Library staff to identify potential technology systems that will enable the kinds of connections needed for programming.
- ❖ Identify schools/teachers to participate in each programming event.

Shared Technology Joint Venture Project

Purposes of the Shared Technology Project

The Shared Technology Joint Venture Project focuses on enhancing the quality and quantity of resources available to students and teachers in the School District, and to patrons of the Main Library, through the judicious sharing of technologies between the two organizations.

Shared Technology Project Activities

- ❖ Establish electronic linkages between the web sites of the Library and the School District, permitting users in the District to directly access the e-desk and other electronic resources of the Library, and for the Library staff and patrons to gain access to electronic databases and materials held by the District.
- ❖ Establish a collaborative team which will explore, evaluate, and raise awareness levels of new electronic resources that may be of interest to users in both the District and the Library.
- ❖ Explore the potential for joint purchasing/licensing of electronic resources that will be of benefit to both agencies.
- ❖ Explore the potentials of emerging technologies for strengthening the linkages between the District and the Library.

Intended Shared Technology Project Outcomes

This Joint Venture Project is perhaps the most speculative of the joint ventures for both the Library and San Diego Unified School District. The intent is that both agencies will benefit from a mutual exploration of new technologies, a sharing of costs for electronic resources, and, in general, opening up more learning/information resources for both students and library patrons. The precise nature of the outcomes of this project cannot be declared at the outset; benefits from the cooperative enterprise will be realized over time.

Contributions/Responsibilities of the San Diego Main Library in Implementing the Shared Technology Project

- ❖ Add links from the Library's web site to the other City web sites as appropriate.
- ❖ Appoint staff to joint team for the evaluation of electronic resources.
- ❖ Appoint staff to joint exploration of new technologies.
- ❖ Appoint staff to pursue joint purchase/licensing agreements.



Contributions/Responsibilities of the San Diego Unified School District in implementing the Shared Technology Project

- ❖ Add linkages to the Library's web sites from the San Diego Unified School District home pages as appropriate.
- ❖ Appoint staff to joint team for the evaluation of electronic resources.
- ❖ Appoint staff to joint exploration of new technologies.
- ❖ Appoint staff to pursue joint purchase/licensing agreements.

Pilot Projects in Three Schools

The San Diego Main Library will work with three schools in its immediate service area as pilot sites for Joint Venture Projects that may eventually be provided in other schools in the San Diego Unified School District. Once again, those three schools are: San Diego High School, Monarch School, and Sherman Elementary School.

In general, the purpose of the three pilot sites will be to test out the design and viability of various activities that have been proposed under the Joint Venture Projects. Several examples might be useful to illustrate the point.

Under the Shared Technology Joint Venture Project, the Library and the School District will explore the benefits of providing links on each organization's web sites to the other agencies' pages. One of the questions to be explored in this regard is this: precisely what links should be placed on each site? That is, to what aspects of the Library's site should a link from Sherman Elementary School be connected? Certainly, a link to the San Diego Public Library's e-desk (catalog) from the Sherman Elementary School page might be useful. But perhaps the link should be more refined. For example, perhaps a link ought to be made directly to the KIDS portion of the catalog. At Sherman Elementary, library and school staff would work together to try out different kinds of links, evaluate how each works, and make recommendations as to which links should be installed on the Sherman Elementary page, giving students at that school quick access to the resources at the Main Library.

Another example: The Library and the School District have agreed to experiment with the uses of small cameras placed on selected computers at San Diego High School that would connect students with a reference librarian at the Main Library. Using whatever two-way miniconferencing programs might exist at the time, Library and San Diego High School staff and students will explore the idea of ready reference services provided to students, live, in the classroom, originating from the Main Library. The concept will be explored at San Diego High School before it is attempted at any other school site.

The exact nature of the Joint Venture Projects that will be implemented upon opening of the Main Library cannot be specified at this time. However, the concept of field-based trials of activities, at the three pilot schools, is the point to be made here.



Staffing for the Joint Venture Projects

Both the San Diego Main Library and the San Diego Unified School District will provide staffing to carry out the many activities in the Joint Venture Projects. Figure 3 contains a summary of staffing for those projects.

Figure 3: Staffing for Joint Venture Projects		
PERSONNEL	ANNUAL HOURS	FTE
<i>Library Staff</i>		
Librarian III	2080	1.0
Librarian II	5200	2.5
Library Assistant	3120	1.5
Library Clerk	2080	1.0
Library Intern	2080	1.0
Student Intern	8320	4.0
<i>District Staff</i>		
Curriculum Specialist	520	0.25
Teachers	4160	2.0
Technical Support	1040	0.5

Other Financial Commitments of the San Diego Unified School District to the Joint Venture Projects

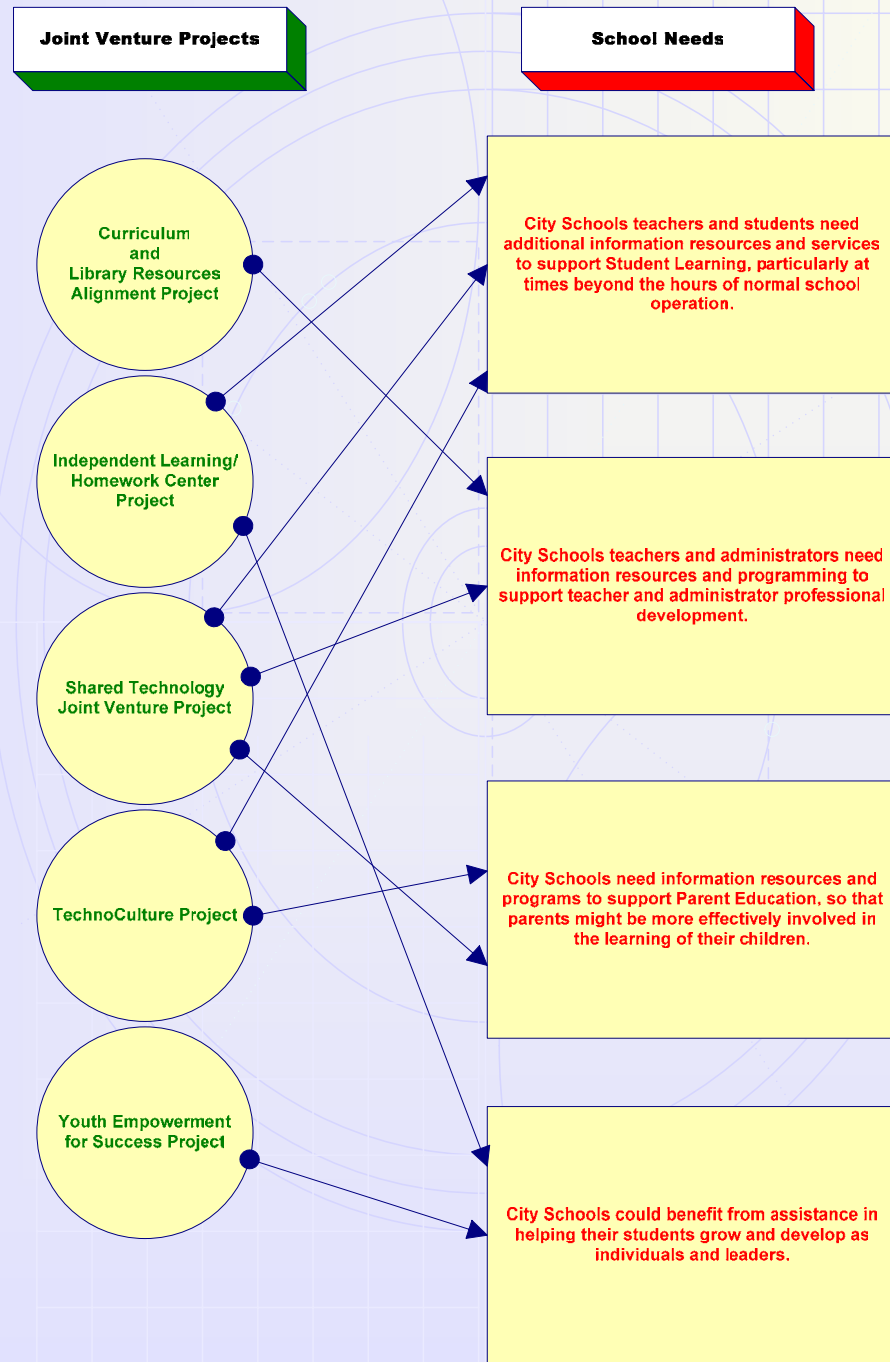
In addition to the commitment of District staff to the Joint Venture Projects, the San Diego Unified School District has made a commitment of \$150,000 in cash, to be used primarily in the leasing of electronic resources to be used jointly by the District and the Main Library. This commitment will greatly enhance the ability of the Library and the District to implement the Joint Venture Projects outlined above.

Relationship of the Proposed Joint Venture Projects to Needs in the San Diego Unified School District

Figure 4 depicts the relationship of San Diego Unified School District needs and the Joint Venture Projects described in this section of the proposal. Joint Venture Projects have been carefully selected to represent an optimum match between needs of the District (as defined in the Blueprint), and the resources and expertise of the San Diego Main Library.



Figure 4. Relationship between School Needs and Joint Venture Projects



HIGH PRIORITY SERVICE AREAS

The Request for Proposals asks applicants to “provide a detailed description of the types of services to be offered as well as an implementation plan.” In this section of the proposal, detailed descriptions are provided for four areas of service judged to be of particularly high priority in meeting the needs of the San Diego community:

- ❖ **Formal Learning Support**
- ❖ **Youth Development**
- ❖ **Basic Literacy**
- ❖ **The Commons**

The reader will note some overlap between the Joint Venture Projects outlined above, and the High Priority Service Areas. The overlap is deliberate: the Joint Venture Projects are focused specifically on elementary and secondary students, but those students share many needs in common with the general public which the Main Library will serve. An obvious example is the Formal Learning Support service area. Much of that service area is directed at elementary and secondary students, but the Formal Learning Support service area must also be extended to community college and university students as well.

Formal Learning Support Service Area

Addressing the community need for support for student learning the San Diego Main Library will help students who are enrolled in formal programs of education (K-12, college/university, or technical school), or who are pursuing their education through home schooling, to attain their educational goals. So too should the Library be a resource for those who are helping students (e.g., teachers and parents).

For purposes of this proposal, four kinds of formal learning programs are recognized: 1) K-12 public and private schools; 2) Home schooling programs; 3) Post-secondary education programs, either technical or academic; and 4) adult literacy programs. The San Diego Main Library intends to provide formal learning support services to each of these kinds of programs. The specific form of support needed by each group may differ, but there are some basic forms of formal learning support that are common. This section of the proposal describes the more general formal learning support services to be provided by the San Diego Main Library. As noted above, support services focusing on the K-12 learning community, which includes Home Schooling Programs, was described in detail in the section on joint venture projects. In addition, more specific information regarding adult literacy services will be described in the section on basic literacy.

Services provided to support participants in post-secondary education programs will originate across the sections of the Library, as post-secondary learners tend to draw on content resources from all categories of knowledge. Thus, the Science, History, Biography, Art, Music, Literature, and Social Sciences collections will support post-secondary education learning programs. Students in post-secondary programs will also consult government information resources, periodicals, and career information.



Support services for the K-12 sector will generally be coordinated and provided by the Youth Services section of the San Diego Main Library. Youth services is comprised of two elements: *The Children's Room*, and the *Teen Space*.

A. Goals and Objectives of the Formal Learning Support Service Area

The Main Library will provide informational resources, personal assistance, and educational tools that further the educational progress of all students in San Diego. **Goals** for this service area include:

- ❖ Acquire and maintain a balanced collection of informational resources to further the educational progress of students in K-12 schools, home schooling programs, post-secondary education programs, and adult literacy programs.
- ❖ Develop and make available resources and programs to encourage an interest in reading and learning for children and teenagers and their parents, teachers, and caregivers.
- ❖ Develop and make available to children and teenagers “value-added” tools and products that enhance the access and utility of educational and informational resources in the Main Library. These tools and products will include print as well as electronic formats.
- ❖ Provide children and teenagers an array of programs and services that will address their informational and educational needs.
- ❖ Acquire and maintain special collections of materials to supplement resources provided to post-secondary students by their institutions.
- ❖ Provide physical facilities conducive to learning by children and teenagers.

To achieve these goals, the San Diego Main Library will pursue a number of specific **objectives** pertaining to support formal learning programs:

- ❖ Identify and acquire, in a timely fashion, resources in a variety of formats that meet the educational and informational needs of K-12 students, including home schooling programs, post-secondary students, and students in adult education programs in the diverse communities of San Diego.
- ❖ Identify and acquire materials that will support parents, teachers, and caregivers to encourage an interest in reading and learning in children and teenagers.
- ❖ Identify and acquire Homework Resource Center reference books, electronic databases, multimedia materials, and other electronic products to support the educational progress of K-12 students in San Diego. (See the Independent Learning/Homework Center Joint Venture Project for more detail on this objective.)
- ❖ Identify, develop, and offer a program of seminars and workshops for parents, teachers, caregivers, and other professionals working with children and teenagers, pertaining to discovering the pleasures of reading and learning.
- ❖ Identify, develop, and offer a program of services, seminars and workshops to enable children, teens, and adult learners to optimize academic achievement and advancement (See the TechnoCulture Joint Venture Project, above).
- ❖ Identify, develop, and offer children and teenagers an environment conducive to learning.



- ❖ Identify the need for materials, services, and strategies that will enhance the information literacy of learners, as well as the capacity of students to use in powerful and effective ways the information resources available in the Library.
- ❖ Conduct a systematic program evaluation that will enable Library staff to determine the extent to which the above objectives have been met, and the impact of the objectives on patron use and satisfaction with library resources and services. This program evaluation will involve youth participation whenever possible.

B. Roles of the Formal Learning Support Component

The roles of the Formal Learning Support Service Area of the Main Library may be inferred from the goals and objectives stated above. Succinctly stated, the roles of this component include:

- ❖ To serve as a primary, readily accessible source of a wide range of multi-media materials, resources, and programs that will help meet information and educational needs of the children, teenagers, post-secondary education students, and students in adult literacy programs in the diverse communities of San Diego. These resources and programs should be viewed in the community as critical to enhancing and supporting the work of educational institutions and programs in the region.
- ❖ To serve as a readily accessible source of contemporary and historical thought on concepts and issues in the major areas of children and young adult literature, literacy, formal learning, and youth development.
- ❖ To preserve and develop resources of significant educational, informational and developmental value to children and teens in San Diego.
- ❖ To serve as a readily accessible and equitable source of access to technology for children, teens, and adults in formal learning programs and home schooling programs in San Diego.
- ❖ To serve as a readily accessible source of training in the skills needed by children and teenagers and their parents, teachers, and caregivers to effectively use information resources. Such participation in special programs, workshops, and seminars provided by the Main Library can help support the educational progress of K-12 and post-secondary education students.
- ❖ To serve as a readily accessible and safe environment conducive to learning for children and teens. This includes but is not limited to offering use of discussion rooms and quiet study areas for children and teens and serving as an alternative study site, learning center, or classroom as needed.

C. Indicators of Progress

Indicators that might be used to determine accomplishment of objectives, progress towards goals, and successful implementation of desired roles of the formal learning support component include the following:

- ❖ **Collection size, comprehensiveness, and format:** This indicator provides evidence of progress toward the goal of acquiring and maintaining a balanced collection of information resources in formal education support.



- ❖ **Circulation and usage of information resources:** This indicator provides evidence of the extent to which the collections acquired and maintained are used by identified targeted audiences.
- ❖ **Participation rates in service programs:** This indicator provides evidence of the number and demographics of participants in the various programs provided by the Library.
- ❖ **Patron satisfaction with resources and services:** This indicator provides evidence of the extent to which the collections and services of the Main Library are judged by the targeted audiences to be relevant and useful.
- ❖ **Perceived impact of resources on educational progress of K-12 students:** This indicator will provide evidence of the extent to which the resources and programs provided by the Main Library are perceived to have positive impact on academic achievement and advancement of students in San Diego.

D. Types of Services to be Provided through the Formal Learning Support Service Area

Support for formal learning programs in the region will take many forms within the San Diego Main Library, some of which have been identified in the Joint Venture Projects. Types of services for adult literacy are outlined under the Basic Literacy component (below). This section describes in more general terms the range of formal learning support services the Main Library will provide.

Programming

In pursuit of its goals and objectives, the Main Library will offer a number of programs, including (but are not limited to) the following:

- ❖ **Independent Learning/Homework Assistance Center.** The Library will offer programs to assist K-12 students in various subject areas and grade levels through its Independent Learning/Homework Assistance Center. These include, but are not limited to, reader's advisory, reference assistance and consultation, and traditional and electronic tutoring programs. (Note: Please see Independent Learning/Homework Center Joint Venture Project, above.)
- ❖ **Family Literacy Program:** The Main Library will enhance its literacy programs by offering the service to children, teenagers, and members of their families (Note: See Basic Literacy High Priority service area, below.)
- ❖ **Summer Reading Program:** The Library will continue to offer this annual Reading Program for children and teenagers, which currently has 25,000 participants. The program helps maintain reading skills through the summer vacation, and introduces children to reading for fun in addition to books for homework. This program, which is in its 75th year, is valuable in that it focuses the community on the Library and its programs and resources.
- ❖ **Information Literacy Workshops:** The Library will offer workshops in various aspects of computer and telecommunications technologies and applications to classes and other youth groups, to assist children and teens to use effectively the technology-based resources of the library. Classes will be coordinated with local schools and the Library's training rooms and computer lab would accommodate formal trainings by Library staff. Telecommunications between the library and schools will also be utilized as a training forum. This will also



incorporate the "Librarian in the School" program, where Library staff would provide training on new electronic resources to students in the school setting.

❖ **Story times, read-alouds, book talks, and book discussion groups for various ages:**

These activities instill in children and teens a strong feeling for the value of books, reading, and libraries. The value of the story times is that this is often a young child's first experience in the library setting and exposure to books. Book talks and book discussion groups stimulate interest and excitement about reading which translates into better grades and future opportunities.

❖ **Book-on-Order Program:** This collaboration between the Library and local schools enables teachers to supplement their classroom libraries by requesting up to 20 items on specific subject areas, geared to the school curriculum. Books are delivered by a librarian to the school.

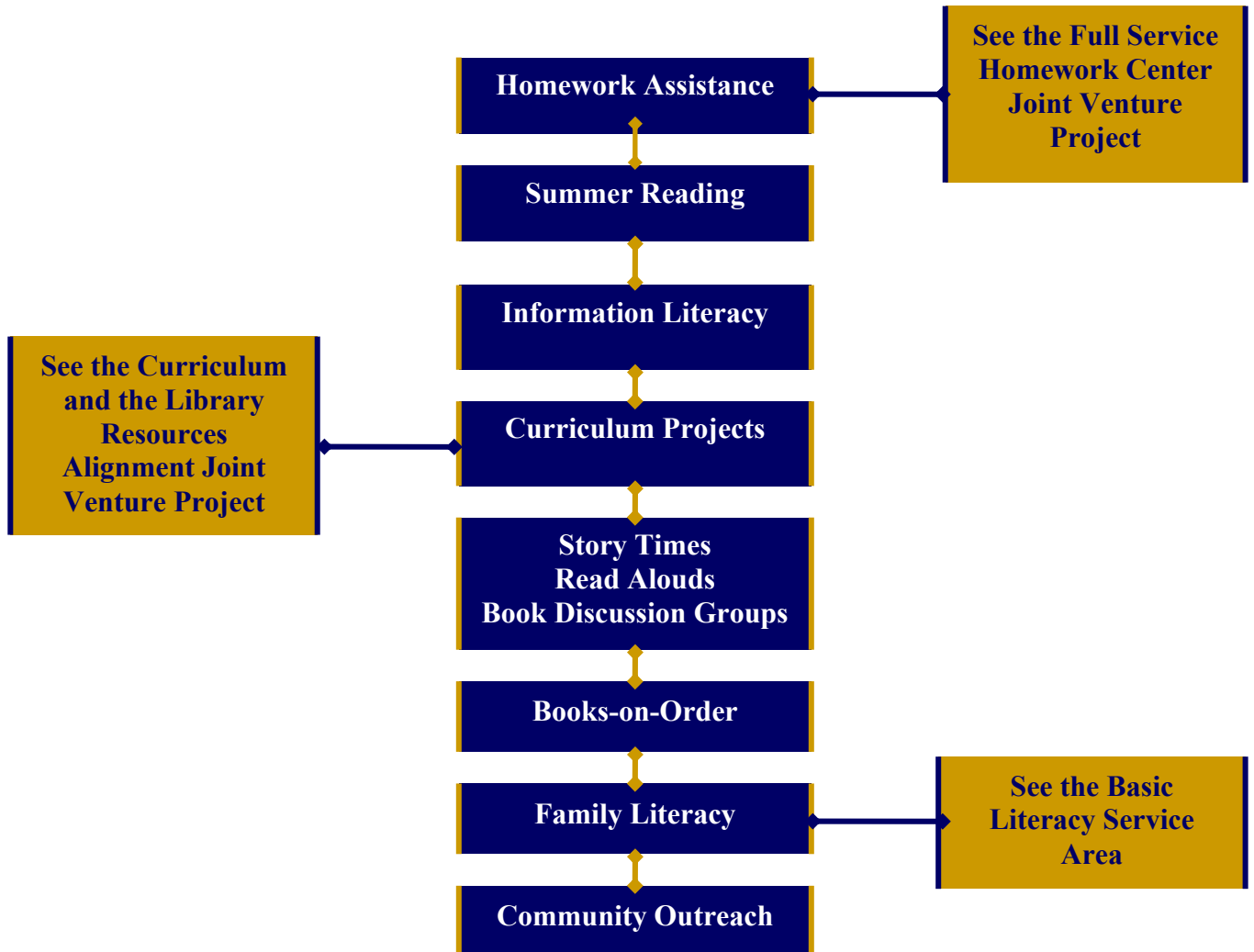
❖ **Early Childhood Education Workshops for Preschool Teachers and Daycare Providers:**

These workshops are geared towards sharing effective library resources, and recommending high quality picture books and story time techniques to share with young children. Training also includes the use of props such as puppets, flannel board stories, tell and draw, origami, and musical instruments. Multicultural and bilingual book kits are also available for early childhood educators to check out from the library. These kits are on specific subjects and include 10 books, puppets, posters, audiocassettes, and videocassettes to provide a fully developed story program.

The amount and kind of activities to be pursued within the Formal Learning Support Service Area are considerable. Figure 5 contains a graphic summary of the program activities in the Formal Learning Support Service Area, outlined above.



Figure 5: Formal Learning Support Programming



Collections

The Youth Services section of the San Diego Main Library will provide most of the collection for the elementary and secondary portion of the Formal Learning Support service area, with the entire Library collection contributing to that service area for other students. The collection will support student achievement in the formal educational programs in the San Diego community by acquiring quality children's literature meeting the recreational, cultural, and developmental needs of the individual in the most suitable format. The Main Library also functions as the major resource library for children and children's literature in Region V of the Library of California.

The purpose of the collection most appropriate to K-12 learners is to serve a diverse community in informational and leisure reading pursuits. It also serves as a study level resource for those pursuing degrees in the education field. This is reflected in the extensive picture book collection, parent-teacher collection, and fiction collection, with emphasis on children's literature award winners. A high priority is given to meeting the leisure reading needs of preschool and youth, the back-up curriculum needs of students enrolled in elementary and junior high schools, and students, teachers, and parents studying children's literature. Priority is also given to the needs of teens, from leisure reading to compilation of their school portfolios.

The Children's Room maintains a circulating collection of books offering practical suggestions for raising, entertaining, and educating children from infancy to teens. The concentration, however, is in the area of early childhood education. Emphasis is given to the following areas:

- ❖ Books offering help with parental problems, such as child development, discipline, sibling rivalry, and learning disabilities.
- ❖ Books suggesting strategies for improving reading competency in children, such as phonics and reading aloud, as well as suggesting titles for family and individual reading.
- ❖ Curriculum activity guides for preschool and elementary school teachers, daycare providers, and parents.
- ❖ Books dealing with the educational needs of the child including home schooling.

Due to the high percentage of Hispanic students in downtown area schools, the Spanish language collection forms a significant portion of the non-English language collection. The most heavily used items are picture books. Non-fiction and Spanish language encyclopedias are used to supplement the curriculum. The acquisition of translations of popular fiction titles provides further enrichment to those whose first language is Spanish. To meet the beginning educational needs of preschoolers, bilingual books are available. The needs of recent immigrants from Asia and Russia are also considered. The non-English language collection as a whole responds to the changing ethnic make-up of the community.

The collections acquired and maintained by Youth Services for the Main Library will be in the Children's Room, Teen Space, and in the Homework Center. Notes on specialized collections currently maintained in the Central Library are as follows:

- ❖ **Historical Children's Books Collection:** This is a reference collection of children's books including series books that are or were famous rather than necessarily having literary merit. Trends in children's publishing are reflected in this collection. New titles and different



editions of classics are added if they contribute to the understanding of children's literature, book design, or illustration, or give insight into the culture or civilization of a particular time.

- ❖ **Dr. Seuss Collection:** Theodor Geisel is San Diego's most famous local children's book author. His books and biographies are purchased non-selectively as part of a research collection of his life and works. A biographical binder, which includes newspaper articles, is also retained.
- ❖ **Fairy Tales:** Collections and copies of single fairy tales are acquired at the research level. Criteria for inclusion are that it is a well-written, accurate retelling of the fairy tale and that the illustrations are of high quality, especially for single tales. Important illustrators such as Arthur Rackham and Edmund Dulac are represented, as are special editions and complete works of the fairy tales of Grimm and Andersen.
- ❖ **Mother Goose:** Editions of Mother Goose are collected non-selectively and retained for research purposes. The Mother Goose rhymes are a reflection of their times and as such have an important part to play on analysis of social change and comment.
- ❖ **California History:** A reference collection of children's fiction and non-fiction pertaining to local and California history is maintained. Local history materials are defined as those items relating to San Diego and Imperial counties. These include non-fiction books that contribute to an understanding of the life and times of the area, and fiction books with a San Diego setting.
- ❖ **Local Authors Collection:** This is a reference collection of children's books written by local authors. This is a non-selective collection and items are added as they are donated to the library for this collection.
- ❖ **Award Winners Collection:** This collection features first editions of all Newberry and Caldecott award winners since the awards inception.
- ❖ **Non-English Language Collection:** The additional shelving space for Children's Room and Teen Space of the Main Library will allow the expansion of the non-English language collection for children and teens.
- ❖ **Early Childhood Literacy Center:** To be located in the Children's Room of the Main Library, the Early Childhood Literacy Center will offer collections, programs, and special services for young children and their care-providers that will be comprised of several kinds of resources:
 - ◆ Books suggesting strategies for improving reading competency in children, such as phonics and reading aloud, as well as suggesting titles for family and individual reading.
 - ◆ Parenting resources. These materials provide parents with books, magazines, and audio-visual materials offering help with parental problems, such as child development, discipline, sibling rivalry, and learning disabilities.
- ❖ **Teacher and Caregiver Collection.** The additional space in the Children's Room of the Main Library will facilitate its expansion that will include:
 - ◆ Early childhood education materials that provide students and teachers of early childhood education with information about trends and issues in children's literature and the educational needs of the child including home schooling.



- ◆ Professional collection for teachers and caregivers that will include reference and circulating material on storytelling, crafts, read-aloud, book talks, phonics, finger plays, etc. to help teachers and caregivers provide effective early childhood and youth educational activities and programs.
 - ◆ Curriculum tools for preschool teachers and day-care providers that will include curriculum activity guides for preschool and elementary school teachers, daycare providers, and parents.
 - ◆ Multicultural book kits in targeted languages, currently limited to English and Spanish, that include 10 books, posters, videos, audiocassettes, and puppets which serve as thematic units.
 - ◆ Home schooling collection that is housed within the parent/teacher collection and includes materials on home schooling strategies, program planning handbooks and manuals, as well as the rules and regulations of home schooling. Materials in the Education section of the Social Sciences supplement the collection.
 - ◆ Homework Resource Center includes reference and circulating materials that will provide children and teens with extensive reference and circulating book collections, audio-visual materials, and electronic resources to supplement curricular materials offered in the school. With additional space, popular homework topics such as Ancient Civilizations, California Missions, Native Americans, and Science Fair Projects could be expanded to include multiple copies. Textbooks will be selectively incorporated in the collection. This collection will also include with additional back-up reference encyclopedias both hard copy and electronic.
- ❖ **English Language Learner (ELL) Collections:** The ELL resources will include:
- ◆ High interest low reading materials for middle school and high school students
 - ◆ English Language learning materials for children and teens -- print, audio visual, and electronic resources.
 - ◆ Bilingual children and teen materials

E. Partnerships

The primary partner for the San Diego Main Library in the Formal Learning Support service area is the San Diego Unified School District. Details of that relationship are spelled out in the Joint Venture Projects section of this proposal, and in the School Agreement, contained elsewhere in this proposal.

To implement the formal learning support service area programs and services, the San Diego Main Library will pursue collaborative activities with a number of additional educational organizations in the community, including (but not limited to) the following:

- ❖ San Diego Community College District, in support of student research and cultural programming.
- ❖ Undergraduate and graduate institutions of higher education in San Diego, including San Diego State University, University of California at San Diego, University of San Diego, and other public and private universities in the area, to support student research.



- ❖ Preschool and early childhood education programs, to support early reading/literacy.

Youth Development Support

To further address the community need for support for student learning the San Diego Main Library will, as an essential institution in the San Diego community, engage in activities that may be characterized as *youth development*. The concept of youth development was defined by Pittman (1993) as:

...the ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives. (p. 8)

The Center for Youth Development and Policy Research, a program of the Academy of Educational Development, provided this observation about the importance of youth development:

Youth development is a process that all young people go through on the way to adulthood. As the definition implies, it is a process or journey that automatically involves all of the people around a youth—family and community. A young person will not be able to build essential skills and competencies and be able to feel safe, cared for, valued, useful, and spiritually grounded unless their family and community provide them with the supports and opportunities they need along the way. Thus, youth development is also a process in which family and community must actively participate.
(AED Web site: <http://cyd.aed.org/whatis.html>)

Recent studies by the Search Institute indicated that it is more effective to see children and teens as having assets on which to build, rather than being at-risk of failing because of their deficiencies. Community agencies like libraries should, therefore, be proactive in building these assets. Libraries can start by creating a welcoming space for teens that provides positive developmental opportunities, and by collaborating with teens when addressing their informational, educational, cultural, developmental, and recreational needs. The end result is a powerful strategy for working with young people to create library-based programs and services to develop their academic, vocational, and personal skills. The Library will work with other agencies to increase the opportunities for positive youth development in San Diego.

The Youth Development component of the Library Plan of Service will reflect several conceptual guidelines that offer benchmarks for effective youth development programs. These guidelines include:

- ❖ **Involve teens as partners and advocates.** Teens want to be more involved as partners with the library, to be given greater responsibility, and to be recognized for their efforts. With more teen input, youth programs and services should be more interesting, exciting, responsive, and ultimately more successful. With successful programs, teens are more likely to become advocates for the library.
- ❖ **Include parents in reaching out to teens.** To the surprise of many adults, when teens were asked whom they go for advice, their parents ranked first. Despite the portrayal of teens in



literature as "a tribe apart," parents are still the most important resource. Furthermore, research conducted by the Benton Foundation (1997) identified the powerful connections Americans make between the libraries and effective parenting.

- ❖ **Create a welcoming and safe place for teens.** Young people have their own definition of what is a welcoming and safe environment. The library must train staff to be more knowledgeable about adolescent developmental stages, and more responsive to teens' needs and interests. Library buildings need to be modified and made more youth friendly. Young adult services librarians need to reevaluate the ways information for teens is organized and delivered. It is no longer enough to provide print resources. Non-print and electronic resources are very much a part of the teen culture.
- ❖ **Build coalitions with other youth service providers.** There exists a variety of school, government, recreational, cultural, and nonprofit programs in San Diego, which individually—and to a lesser extent, collaboratively—are designed to address the critical issues facing youth. The maze of programs is difficult for teens and parents to navigate. The organizations themselves need to know more about each other's programs in order to form partnerships that can serve the community more effectively.
- ❖ **Increase technology access and training for teens.** Teens want more access to technology and more training on how to use technology, in part because they realize more jobs require this knowledge. Schools in low-income communities have fewer computers than schools in wealthier districts. Students with limited or no access to computers are falling behind in skills that educators and parents worry will cost them later.
- ❖ **Climb the ladder with teens through mentoring.** Teens need trusting, caring adults to guide them in their everyday life and in their path to adulthood.

A. Goals and Objectives of the Youth Development Service Area

The Main Library Youth Development service area will be pursued in close collaboration with the Formal Learning Support service area described above, and will include several broad **goals**:

- ❖ Provide teenagers opportunities and support to be partners and advocates of the Library.
- ❖ Provide teenagers with a safe and welcoming place in the Main Library.
- ❖ Provide activities, opportunities, and support for jobs and career success for targeted teens in Library service area.
- ❖ Provide activities, opportunities, and support to get mentoring from trusting, caring adults.
- ❖ Create and provide opportunities and support for youth leadership in San Diego.
- ❖ Develop coalitions and partnerships with other youth serving providers in San Diego to address the developmental needs of this targeted age group.
- ❖ Create and provide opportunities to involve parents in providing effective library services to teens.
- ❖ Develop and make available to teenagers "value-added" tools and print and electronic products that enhance the access and utility of educational and informational resources in the Main Library.



- ❖ Acquire and maintain a balanced collection of resources to further the developmental progress of students in middle and high school as appropriate.

More specifically, the Main Library will pursue the following **objectives** in an effort to reach the goals outlined above:

- ❖ Identify, develop, and offer teens a safe and welcoming place in the Main Library.
- ❖ Identify, develop, and offer opportunities and support to teens to be partners and advocates of the Library.
- ❖ Identify, develop, and offer opportunities and support to teens to get mentoring from trusting, caring adults.
- ❖ Identify, develop, and offer a program of services, seminars, and workshops to teens to optimize leadership achievement, job-hunting skills, and career advancement.
- ❖ Identify, develop, and offer coalitions and partnerships with other youth serving providers in San Diego to address the developmental needs of this targeted age group.
- ❖ Identify and acquire in a timely fashion resources in a variety of formats that meet the developmental, recreational, educational, and informational needs of the middle school and high school students in the diverse communities of San Diego.
- ❖ Identify and acquire materials that will support parents, teachers, and youth-serving providers to address the developmental needs of this targeted age group.
- ❖ Identify and acquire Homework Resource Center reference books, electronic databases, multimedia materials, and other electronic products to support the educational progress of middle school and high school students in San Diego.
- ❖ Identify the need for materials, services, and strategies that will enhance its target audience's uses of appropriated resources, and develop and implement identified materials, services, and strategies as appropriate. This needs-assessment will involve youth participation whenever possible.
- ❖ Conduct a systematic program evaluation that will enable Library staff to determine the extent to which the above objectives have been met, and the impact of the objectives on patron use and satisfaction with library resources and services. This program evaluation will involve youth participation whenever possible.

B. Roles of the Youth Development Service Area

The roles of the Youth Development Service Area of the Main Library may be inferred from the goals and objectives stated above. Succinctly stated, the roles of Youth Development service area include:

- ❖ To serve as a primary provider, in cooperation with schools and other organizations in the community, of activities, opportunities, and support for the academic success of teenagers in the diverse communities of San Diego.
- ❖ To serve as a provider of activities, opportunities, and supports for jobs and career success of the teen population.



- ❖ To serve as a provider of equitable access to technology for teens within designated services area.
- ❖ To serve as a creator and provider of opportunities for youth leadership in San Diego.
- ❖ To serve as a developer, participant in, and facilitator of community collaborations relating to youth development in San Diego.

C. Indicators of Progress

Indicators that might be used to determine accomplishment of objectives, progress towards goals, and successful implementation of desired roles of the Youth Development service area include:

- ❖ **Participation rates in service programs:** This indicator provides evidence of the number and demographics of participants in the various youth development programs provided by the Library.
- ❖ **Patron satisfaction with resources and services:** This indicator provides evidence of the extent to which the collections and services of the Main Library are judged by the targeted audience to be relevant and useful.
- ❖ **Perceived impact of resources and programs on educational progress of K-12 students:** This indicator will provide evidence of the extent to which the resources and programs provided by the Main Library are perceived to have positive impact on academic achievement and advancement of students in San Diego.
- ❖ **Perceived impact of resources and programs on developmental progress of teenagers:** This indicator will provide evidence of the extent to which the activities, opportunities, and supports provided by the Main Library are perceived to support positive youth outcomes such as developing personal and social skills, having marketable skills, acquiring meaningful relationships with adults and peers, increasing leadership and interpersonal skills, and contributing to their community.
- ❖ **Observed impact of resources and programs on development progress of teenagers:** This indicator will provide evidence through observation of specific behavior changes in participants

D. Types of Services to be Offered Through the Youth Development Service Area

Programming

The primary focus of programming for young adults is to help them make a connection not only with the library but also with the world around them. The Youth Development Service Area of the Main Library will offer an organized series of challenging activities and opportunities of sufficient intensity and duration to provide significant benefits to participating youth, including (but not limited to) the following: (Note: See the YES Joint Venture Project (above) for more detail on youth development activities in collaboration with San Diego Unified School District.)

- ❖ **Teen Space** at the Main Library will provide an inviting and interactive environment that is unique to the needs and interests of young adults. The area will contain materials of interest to teens. Providing a more welcoming environment includes positive interaction between staff and teens. Therefore, in-service training will be provided to every Main Library



employee who works with teens regarding access and rights of users of all ages, positive ways to work with young adults, and specific services available for this age group.

- ❖ **A Teen Advisory Team** will be established to provide opportunities for teens to participate in library decision-making and to lead library programs. This advisory team will enable library staff to discover how teens feel about the library, learn what library services they truly want and need, and keep up with constantly changing trends and interests. Their projects include: teen surveys, collection development, and special events planning (Teen Read Week, Summer Reading Program, etc.).
- ❖ **Teen Volunteer Program** will provide middle and high school youth with a positive experience for earning community service credit with an emphasis on developmentally appropriate activities. Teens will gain technology skills, leadership development, mentoring, and customer service training from this program. Participants will also develop presentations that will be used to promote the library at schools and community festivals.
- ❖ **Youth Employment Program** will provide library employment and a career path to Library service such as Youth Development Leader, Youth Development Associate Leader, and Youth Development Assistant. This program offers high school age teens valuable job training and work experience at the Main Library. Their duties include: developing and implementing programs for teens and children and their families; providing homework assistance and technology help to children, teens, and families in the library; and mentoring children and younger teens and their peers. All participants will be required to attend 15 hours of orientation training on customer service, working with youth, workplace etiquette and skills, technology, and information literacy.
- ❖ **Youth Mentoring Program** is designed to provide opportunities of mentoring to teen library volunteers and employees and Library service area youth.
- ❖ **Library Based Educational Enrichment** designed to further a young adult's general education, either independently or related to school curriculum (introduction to electronic resources, SAT/PSAT preparation, science workshops, Internet workshops, library tours and orientation library skills, conflict resolution, life skills, leadership, and presentation skills).
- ❖ **Job Search and Career Enrichment** will provide materials and programs on resume writing and money management for teens, career development and planning, job readiness skills, and other appropriate subjects.
- ❖ **Cultural programs** that allow young adults to pursue artistic or intellectual pursuits (creative writing, art shows, book discussions, author visits, and so on). See the TechnoCulture Joint Venture Project for more details on this program.
- ❖ **Informational programs** that speak directly to teens need to obtain important information about matters that concern them (social, health, or economic issues).
- ❖ **Recreational programs** during which teens might learn something, but with the goal is to emphasize to young adults that fun and libraries are not on opposite ends of a spectrum (gaming tournaments, comic book collecting, poetry reading, and murder mysteries).
- ❖ **Homework Assistance Program** will offer programs to assist K-12 students in various subject areas and grade levels. These include but are not limited to reader's advisory, reference assistance and consultation, and traditional and electronic tutoring programs.



Homework assistance services clearly represent an element of both formal learning support and youth development service areas. (Note: See the Independent Living/Homework Center Joint Venture Project).

Collections

The collections acquired and maintained to support the Main Library Youth Development service area will be housed in Teen Space and/or the Homework Resource Center. Notes on its specialized collections are as follows:

- ❖ **Job Search and Career Enrichment Collection:** These resources include resume writing for teens, money management for teens, career development and planning, job readiness skills, and other appropriate subjects.
- ❖ **Homework Resource Center:** These reference and circulating materials will provide children and teens with extensive reference and circulating book collections, audio-visual materials, and electronic resources to supplement curricular materials offered in the school.
- ❖ **Professional Collection:** These resources will include reference and circulating material to help librarians, teachers, and youth serving providers provide effective youth educational activities and programs.

E. Partnerships

One of the most important partnerships in the Youth Development service area is the Family Literacy Foundation (Betty J. Mohlenbrock, Founder and President; Britta Justesen, Executive Director)

Founded in 1989, Family Literacy Foundation is a 501 (c)(3) educational organization. The Foundation's programs take a preventive approach to the problem of illiteracy by providing programs, free of charge, that encourage families and friends to read aloud with young children.

Since 1989, the Foundation has helped more than 71,532 people through three outreach programs (Uniting Through Reading, Youth Reading Role Models, and Reading Roots) with 121,553 volunteer hours being contributed by student and adult volunteers.

San Diego Public Library has been involved with the program, Youth Reading Role Models since its inception. Youth Reading Role Models is a unique community service program that encourages high school students to get involved in their communities by reading aloud with preschool children on a weekly basis. This program currently provides volunteer opportunities to 150 students at 10 sites.

Partnership features:

- ❖ Helps to enhance children's imagination, creativity, listening, and language skills, while reinforcing the joy of reading.
- ❖ Provides children with positive youth role models from their community.
- ❖ Improves youth academic participation and performance.
- ❖ Develops communication skills and sense of responsibility in youth.



- ❖ Promotes use of community resources, such as public transportation and the library.
- ❖ Encourages students to complete high school, with adult volunteers mentoring them and providing information on college and careers.

What is Being Accomplished by the Partnership Right Now?

- ❖ Library provides group training to San Diego High School volunteers on library resources, and storytelling and reading aloud to children, as needed. Training averages four times per year with a maximum of 40 students.
- ❖ Librarians serve as guest readers in Solomon Head Start where the teen volunteers read to preschool children.
- ❖ Library serves as primary resource center of storytelling books and materials for the teen volunteer readers.
- ❖ Librarians assist in creating read-aloud bibliographies for teen volunteer readers.

What Could be Accomplished by the Partnership in a New Main Library?

- ❖ With a bigger meeting/training area, group trainings on library resources, storytelling, and reading-aloud will be offered to more students and more schools, such as: Garfield High School (for Brooklyn Elementary School and Golden Hills Literacy Project) and San Diego High School (for Solomon Head Start and Sherman Elementary School).
- ❖ Librarians will continue to serve as guest readers in targeted daycare centers.
- ❖ Library will continue to serve as primary resource center of storytelling books and materials for the teen volunteer readers.
- ❖ Librarians will continue to assist in creating read-aloud bibliographies and other support materials for teen volunteer readers.
- ❖ Library will be the site for the bi-annual gathering of volunteers and coordinators.
- ❖ Library will make Read-to-Me kits available for the teen volunteers to use.
- ❖ Library will provide youth development training to teen volunteers on subjects such as: college preparation, scholarship, job application and interview, etc.
- ❖ Library will provide shadow experience, mentoring, and internship opportunities to teenagers who demonstrate interest in librarianship.

Basic Literacy Service Area

Public libraries across America have a long and distinguished history of providing literacy services for children and adults. The San Diego Public Library system is one of those libraries with considerable experience in literacy services. It might be expected that Basic Literacy services would be on the service agenda for the San Diego Main Library, as indeed it is. However, it is not merely history that dictates Basic Literacy as a component in the service plan; the numbers argue persuasively for the public library to be involved in literacy:

- ❖ One in five adults scored in the lowest proficiency level on the 1993 National Adult Literacy Survey (NALS). In San Diego County, 20% of adults age 16 and older fall in the lowest



level on a five-category literacy scale. This translates into approximately 422,000 adults who cannot read and write well enough to meet everyday needs and pursue professional goals. In San Diego City, the percentage is 21%. Nationwide, nearly 40 million adults are judged to have literacy skills that place them in the lowest category of skills.

- ❖ Parents who have strong literacy skills and model literacy as an important value are better able to support their children's language and literacy development. The children of adults with low literacy skills and fewer years of education are more likely to fall behind in learning to read and in school progress. (National Literacy Summit 2000)
- ❖ Adults with low levels of basic skills are more likely than those with higher skills to have poor health outcomes, problems navigating the health care system and managing chronic illness, and higher health care costs for themselves and their insurers. (National Literacy Summit 2000)
- ❖ In San Diego County, approximately 6% of the adult population "speaks English not well or not at all."
- ❖ Adults with low literacy skills earn the least amount of money of any population group.

There is a tremendous need for basic literacy services in San Diego and the rest of the country. Many agencies that offer some form of literacy services, but not nearly enough to meet the staggering need for such services. To help address the community need to raise literacy levels, the San Diego Main Library will add its efforts to the campaign to resolve problems of illiteracy in the region.

A. Goals and Objectives of the Basic Literacy Service Area

The **overall goal** of the Basic Literacy component is to develop, promote, and manage basic literacy instruction for adults in the San Diego region so they may attain personal goals and participate more fully in society as parents and family members, community members and citizens, and as workers.

Two more **specific goals** characterize the Basic Literacy Component. The San Diego Main Library will seek to:

- ❖ Advance the literacy skills of individual adults in the region.
- ❖ Prevent illiteracy through coordinated literacy and pre-literacy services to families that include illiterate adults and young children, as called for in the Families for Literacy Program

Objectives for the Basic Literacy Service Area, to address the goals identified above, include:

- ❖ Identify and provide services to adults whose literacy skills place them in the lowest category of literacy as defined by NALS.
- ❖ Identify and provide services to families who meet the literacy need requirements set forth in the Families for Literacy Program legislation.
- ❖ Identify and recruit tutors/volunteers for literacy initiatives, and provide training necessary for these tutors to be effective.
- ❖ Implement effective uses of technologies to support provision of literacy services.



- ❖ Provide interactive, intergenerational activities around language, reading, writing, drawing, science, music, and other areas to enhance literacy instruction and acquisition by families and individuals.
- ❖ Provide training in parenting concepts and strategies, and expand access to information on parenting.

B. Roles of the Basic Literacy Service Area

Because many agencies provide literacy services in the community, the public library must pursue roles that are complementary and not competitive. The roles of the San Diego Main Library will be as follows:

- ❖ Continue to be recognized as a partner with agencies and organizations in the region that provide literacy services.
- ❖ Support, through collections of information resources, programming, and other means, the literacy work of other community agencies.
- ❖ Provide direct literacy services in those areas where such services are not currently available, or where the needs for services outstrip the capacity of literacy agencies to address the needs.
- ❖ Serve as a central community source for information about literacy.

C. Indicators of Progress

The extent to which the Basic Literacy Component is meeting its goals and objectives might be described using the following indicators:

- ❖ Information resources available to the public: One of the intents of the Basic Literacy Service Area is that the Main Library will serve as a, if not the, primary repository of information resources about basic literacy. The size, breadth, and depth of the collection may serve as an indicator of progress towards this goal.
- ❖ Literacy instruction provided: The number and kind of direct literacy service provided by the Library to patrons is one indicator of component success.
- ❖ Participation rates in literacy activities: This indicator provides evidence of who is being reached by literacy services, and who is not.
- ❖ Collaborations with other agencies in literacy services: The Main Library intends to work closely with other community agencies in providing services. This indicator would document the extent and nature of collaborations that have been achieved.

D. Types of Services to be Provided through the Basic Literacy Service Area

Programming

The Main Library will offer services in Basic Literacy through three initiatives:

- ❖ The READ/San Diego program will be continued and expanded. READ/San Diego is a free literacy instruction program for adults 18 years of age or older. The program focuses on basic literacy instruction in reading and mathematics, and workforce literacy.
- ❖ The Families for Literacy program will provide programming that embraces four components of full family literacy: 1) addressing the literacy needs of adults in the family; 2) providing



for the emerging literacy needs of the children; 3) providing interactive, intergenerational activities to promote literacy; and 4) providing training in parenting.

- ❖ READ/San Diego will house a community literacy resource center which will pull together resources from the various collections in the Library that may be useful in promoting adult and family literacy. The Center will also utilize a range of emerging technologies to enhance the delivery of literacy services. Finally, the Center will conduct research and evaluation studies aimed at providing information for program improvement. The resources of the Center will be available to anyone in the community; some of the resources will be “delivered” to appropriate individuals in the community through technology.

Collections

The collection of books, instructional materials, and reference materials acquired and currently maintained by the San Diego Public Library’s adult and family literacy program contains materials in seven areas:

- ❖ Resources that circulate on a two-month “trust check out system” to READ/San Diego literacy volunteer tutors and adult learners only;
- ❖ Consumable textbooks and/or workbooks given free-of charge to and written in by adult learners;
- ❖ Resources that are catalogued and circulate to the public with a library card;
- ❖ Audio-visual materials that are two-month specialty check out items for clients only;
- ❖ Depository collections of books and instructional materials located on-site at partnership learning centers throughout the community [same circulation policies];
- ❖ Reference materials that may be used onsite at READ/San Diego only and are not circulated; and
- ❖ Instructional CD-ROM software.

The collection of books, instructional materials and reference materials, including Hi-Lo’s (Adult High Interest, Low Reading Level) and software, is categorized as follows:

- ❖ Language Arts - Grammar, Spelling, Writing, Handwriting, Essay Writing, Capitalization & Punctuation, Glass Analysis, Word Attack Skills, Phonics, and Reading Comprehension
- ❖ Reading Series - Reading for Today 1-5, Reading for Tomorrow 6-8, Voyager 1-8, Challenger 1-8, WORDS Program, Step-by-Step, Reading for Life, Wilson Reading System, Power Reading 1-3, Conquests in Reading, and Programmed Reading for Adults 1-8
- ❖ English as a Second Language (ESL) Series - English, Yes! 1-3, Real Life English 1-4, English Connections 1-3, Longman ESL Literacy 1-2, Life Prints English 1-3, English for Success 1-3, Crossroads Café, and Side By Side 1-4.
- ❖ English as a Second Language (ESL) Supplemental Materials – American English, Vocabulary Development, Conversational English, Pronunciation, English Through Pictures, U.S. Citizenship Preparation, Oxford Picture Dictionaries (Multilingual), Idioms, and Grammar Chants



- ❖ Mathematics - Mathematics Texts and Workbooks, Mathematics Manipulatives, and Family Math
- ❖ Pre-GED & GED Preparation – Literature & the Arts, Science, Social Studies, Writing, Mathematics, Test Taking Skills, and GED Practice Tests
- ❖ Families for Literacy (FFL) - Children’s Literature, Children’s Board Books, Games, and Parenting
- ❖ Hi-Lo’s (with and without audio cassettes) - Fiction, Non-Fiction, Classic Literature, and Books Written by New Readers
- ❖ Social Studies - Religious Studies, World & U.S. Geography, World and American History, Mythology, U.S./State/Local Government, Economics, Recovery, Aging, Self Help, Gay & Lesbian Studies, Women’s Studies, Cultural and Ethnic Studies, Interpersonal Skills, Law, Current Events, Politics, and Arts & Music
- ❖ Science - General Science, Biology, Earth Science, Chemistry, Human Anatomy, and Disease & Prevention
- ❖ Life & Job Skills - Career Exploration, Job Preparation, Survival Life Skills, Banking, Personal Finances, Health & Nutrition, Driver’s Education, Consumer Education, and Rights & Responsibilities
- ❖ Tutor & Patron Reference - English as a Second Language (ESL), Reading, Writing, Spelling, Mathematics, Test Preparation, Multiple Intelligences, Multisensory Instruction, Learning Disabilities, Emotional Intelligence, Family Literacy, Adult Education Theory, Adult Education Journals, Pedagogy & Practice, Adult Literacy in America, and Referral Directories
- ❖ Reference – Dictionaries, Thesaurus, Word Search Guides, Franklin Spellers, Calculators, Tape Recorders, Encyclopedias, Almanacs, Newspapers, Periodicals, and Software/Internet Guides

READ/San Diego’s collection holdings contain roughly 2,000 titles and 20,000 volumes.

E. Partnerships

To carry out its mission over the years, READ/San Diego has formed partnerships with many agencies in the San Diego community and beyond. These partnerships are essential if READ/San Diego is to reach its intended audience, and to provide basic literacy services in an effective manner. These partnerships are expected to continue within the structure of the new San Diego Main Library. Partnerships will continue with the following agencies:

- ❖ Campo Family Literacy Program at Campo Community Center with Mountain Health & Community Services
- ❖ Carson Learning Center at Malcolm X Library (Learning Disabled), original partners include the University of San Diego, San Diego Community College District, and San Diego Unified School District
- ❖ Clairemont Learning Center at Clairemont Lutheran Church
- ❖ County of San Diego (referral)



- ❖ Grossmont Union High School District (GED testing, referrals)
- ❖ Head Start, Even Start, Home Start & MAC Project (family literacy referral)
- ❖ Hillcrest Learning Center at CSSE (Gay & Lesbian Community Center)
- ❖ International Dyslexia Association (referrals, learning disability consultation)
- ❖ Jodie Schuller & Associates (dyslexia screening)
- ❖ Laubach Literacy Action, Inc. (accreditation, referral, publicity)
- ❖ Lemon Grove Learning Center at Lemon Grove Family Center
- ❖ Logan Heights Learning Center at 31st Street Seventh Day Adventist Church
- ❖ Mensa (underwriter of READ/San Diego Tutor Conference)
- ❖ Mira Costa College (GED testing, referrals)
- ❖ National Institute for Literacy/National Center for Equipped for the Future, University of Maine, and University of Tennessee (national standards field test research)
- ❖ North County Learning Center at Los Peñasquitos School with New Hope Church
- ❖ North Park Learning Center at Our Savior's Lutheran Church
- ❖ Romance Writers of America/Barnes & Nobel Booksellers (Author Book Signing fund raiser)
- ❖ Sammy's Woodfired Pizza (Children's Book Drive for Families for Literacy, publicity)
- ❖ San Diego Community College District (GED testing, referrals)
- ❖ San Diego Council on Literacy (funding, underwriter of READ/San Diego Tutor Conference, referrals, Learner Council, publicity, book donations)
- ❖ San Diego County Credit Union (Book Drive/Book Sale, funding, publicity)
- ❖ Santee Learning Center at Christ the King Lutheran Church
- ❖ Sea World
- ❖ Solar Turbines, Inc.
- ❖ Starbucks Coffee Company (funding, ABC Children's Book Drive for Families for Literacy, referrals, publicity)
- ❖ Sweetwater Union High School District (GED testing, referrals)
- ❖ U.S. Department of Education/Abt & Associates (learning disabilities research)
- ❖ U.S. Department of Education/Reading Upgrade (computer-aided & web-based instruction, research)
- ❖ United Way of San Diego County (referral)
- ❖ Water Department, City of San Diego



Irene is a single mom living in a housing project near downtown San Diego on the periphery of Barrio Logan. The San Diego Main Library is within walking distance for her and her two preschoolers, Daviana, age 4, and Brianna, age 2. Neither Irene nor her two little children had ever visited a library until Irene's social worker told her about the adult literacy program, READ/San Diego, at the Main Library. Irene broke down at one point prior to that emotionally after her 4 year old asked her, "Mommy, why don't you ever read to Brianna and me?" That was the embarrassing moment of Irene's young life and it prompted her to seek help with her illiteracy. She took her social worker's advice and contacted the adult literacy program at the Main Library.

Irene was assigned a trained literacy volunteer tutor and they meet in the Main Library, twice a week, and now she is able to read to Daviana and Brianna. She also found out about the literacy program's Families for Literacy (FFL) program and signed up her family for that program as well. The FFL program helps parents become their child's first and most important teacher. On her off days from FFL and tutoring, Irene spends four additional hours a week in the literacy program's computer lab, also located in the Main Library, where she is learning how to navigate the Internet, e-mail her mother in New Mexico and practice her phonics and prepare for the GED high school equivalency diploma examination.

Another literacy program service at the Main Library is the Learner Council which helps low-literate adults like Irene access community services and the arts, and provides life skills trainings such as first aid training and CPR. One memorable Learner Council experience for Irene was when she went to the theater for the first time in her life with a group of other adult literacy students. A few days prior to theater outing, the Learner Council had arranged for the actors in the play to come to the Main Library to discuss the theme and plot of the play they were going to see. After seeing the play, the students were invited backstage and treated to a rich discussion with the actors and given an opportunity to offer their impressions of the performance.

The literacy program at the Main Library is much, much more than simply a reading program.

The Commons Service Area

In its report on the future of libraries, the Benton Foundation (1996) underscored the importance of the public library as a "community builder, civic integrator, and community activist in a digital world."

Libraries are community nerve centers. They constitute, along with other vital local institutions, the basis of civic life. They provide a forum through which community members interact with each other, both through the use of meeting space and through the collection, dissemination, and implementation of information. They offer programs, services, and collections that support direct civic participation. (p. 187)

To address the community need for a venue for public discussion, exhibitions, and programs, the San Diego Main Library will continue to provide public meeting spaces, adult programming, and exhibits for residents of San Diego. Providing a Commons environment (a term for the concept of



the library as a community center) creates social capital, which in turn supports economic and cultural development in the region. The library as a neutral environment enables community members to participate in public discourse regarding community issues. The free exchange of ideas and information, and the opportunity for people to connect with each other, lies at the heart of a diverse civil society and encourages civic engagement.

The Library's view of the Commons in the San Diego Main Library reflects the sense of library leaders and users participating in the Benton Foundation study cited below:

Libraries draw the community in through literacy, after-school, pre-schools and other programs. Some library leaders stress that libraries and library users should plan an active role in community revitalization. Libraries should become interveners and activists in the communities they serve, especially in low-income and other underserved communities. (Benton Foundation, 1996)

While the San Diego Main Library will offer important physical meeting space for the community, it must also consider its role in providing virtual meeting spaces for the community. Virtual communities, where participants share ideas, hopes, and fears, are "groups of people who may or may not meet one another face-to-face, and who exchange words and ideas through the mediation of computer bulletin boards and networks." (*Rheingold, 1998*). In many communities, these virtual communities simply grow of their own accord. But increasingly, it is clear that virtual communities for low-income populations, or for highly diverse populations, may not begin or be sustained without support from an institution. For the same reasons a library is an important community center physically, it may also play an important role in helping to build and sustain virtual communities.

As part of its efforts to contribute to community in San Diego, the San Diego Main Library will feature special attention to the visual and performing arts. As respected institutions catering to the entire spectrum of society, public libraries are in a unique position to benefit from showcasing quality exhibitions of art, while at the same time providing a priceless resource to the local art community. Libraries in general can offer a built-in audience, attracting vast numbers of people who might never go out of their way to visit a museum or gallery. The San Diego Main Library will further enrich the library-going experience through the use of exhibits and related programming. (See the extended note on the Visual and Performing Arts under Programming, below.)

The impact of adequate and appropriate space and programming devoted to the visual and performing arts in the San Diego Main Library will be significant on the local arts community. Presently, there is an inadequate amount of gallery space available in the city and the region. The productivity of artists in the community is influenced by the opportunity to exhibit and share their work. The San Diego Main Library will bring significant added value to the arts community, and thus to the patrons of the Library.

Currently, the Central Library provides a showcase for musicians while offering the general public free, quality music programs through the very popular Chamber Music Series and the Opera Preview Series. Also, there is a twice-weekly film series held at the Central Library that focuses on foreign, independent, and local films. A new Main Library, with more venues for performances, will allow these programs to be expanded.



The role of the San Diego Main Library in contributing to the building of community in the San Diego Public Library must be understood in a broader context of the importance of community in general. Peter Drucker (1998) made the point:

But the community that Townies, a little over a century ago, still hoped to preserve, the “organic” community of traditional rural society, is gone and gone for good. The task today, therefore, is to create urban communities – something that has never existed before. Instead of the traditional communities of history, urban communities need to be free and voluntary. But they also need to offer the individual in the city an opportunity to achieve, to contribute, to matter. (p.5)

A. Goals and Objectives of the Commons Service Area

The following **goals** have been established for the Commons Service Area of the San Diego Main Library:

- ❖ Expand the number and kinds of groups utilizing the Main Library’s meeting room space for meetings and events that contribute to the life of the community.
- ❖ Expand in quantity and quality programs that provide a range of learning, culture, and social interaction opportunities for all citizens of the community.
- ❖ Establish formal and informal partnerships with a range of community educational, cultural, and business organizations and agencies in the region for purposes of making accessible more programs and services through the San Diego Main Library.
- ❖ Provide an attractive and accessible space where local and regional artists can exhibit their works, and offer programming to support the visual arts in the community.
- ❖ Explore and experiment with a variety of means of growing and supporting virtual communities in the region.

The San Diego Main Library will pursue the following **objectives** in an effort to reach the goals for The Commons Service Area outlined above:

- ❖ Advertise (market) aggressively the availability of meeting space in the region in general, and to specific groups in particular, in an effort to increase the use of library meeting space by approximately 2% per year, until capacity is reached.
- ❖ Conduct ongoing community needs assessments for purposes of determining what kinds of programming might be best offered by the San Diego Main Library, and build and offer programming that reflects the needs. The objective will be to increase programming by approximately 2-3% per year.
- ❖ Establish an annual list of potential community partnerships, and pursue the necessary activities to accomplish an increase in formal partnerships with organizations in the community.
- ❖ Establish one of the most visible and influential exhibition spaces in the region, showcasing works by local and regional artists.



- ❖ Each year, identify the potential for specific virtual communities the Main Library might establish and/or support, and systematically explore and evaluate alternative means of providing support for these virtual communities.
- ❖ Design and implement an annual evaluation of the extent to which the San Diego Main Library is reaching its goals for the Commons component of its operation.

B. Roles of the Commons Service Area

Based on the objectives and goals stated above, the roles of the Commons component in the San Diego Main Library may be summarized as follows:

- ❖ To provide access for community groups and organizations to large, medium, and small meeting room space.
- ❖ To provide community access to programs and exhibits that meet cultural, learning, and entertainment needs in the community.
- ❖ To provide a neutral venue for community discussion of issues of concern.
- ❖ To increase access by citizens to business, cultural, and social organizations in the region.
- ❖ To offer a venue for local artists to share their work with all peoples in the region.
- ❖ In general, to serve as a primary source for citizens to acquire the knowledge they need to function effectively in a democratic society.

C. Indicators of Progress

Indicators that might be used to determine accomplishment of objectives of The Commons Service Area include:

- ❖ Attendance numbers: this indicator provides evidence of the number and kinds of residents who attended the various programs and exhibits provided by the San Diego Main Library.
- ❖ Public satisfaction with programs: this indicator provides information on the success of the various programs and exhibits from the perspective of the participants.
- ❖ Circulation and usage of materials: This indicator provides evidence of the extent to which patrons sought additional information or knowledge about the topics addressed through Main Library programs.

D. Types of Services to be Offered by The Commons Service Area

Programming

At the heart of The Commons Service Area is programming. The San Diego Main Library will be a major hub of cultural and educational activities for the City of San Diego. The current Central Library provides a rich array of community programming, but it's severely limited by the lack of adequate space to support this programming. The new Main Library is being designed to provide ample kinds and amounts of space within which the community can meet and learn.

Providing programming for the community is a highly creative process involving not only library staff, but community members as well. Much of the programming in the Main Library will be initiated and carried out by community citizens, who simply take advantage of space available to



pursue their interests. In other cases, programming will be initiated by staff of the Main Library, offering programs that no one else in the community can.

While it is impossible to define a program agenda for events that will take place at least five years from now, it is possible to identify *kinds* of activities that are likely to take place in the spaces of the Main Library. Following is a preliminary inventory of kinds of activities supplemented with examples drawn from current programming.

❖ **Visual Arts @ Your San Diego Main Library**

History and Overview

The San Diego Public Library's Visual Arts Program, founded in 1997, is a nationally-recognized, ongoing series of museum-quality art exhibitions, artists' lectures, and other art-related activities. Visual Arts Program exhibitions are installed and publicized as professionally as possible, and are modeled after those seen in museums or state-of-the-art contemporary galleries. Priority for solo exhibitions is given to San Diego's mid-career and older artists.

Because of a severe shortage of serious contemporary galleries, San Diego presents a unique opportunity for a library exhibition program. Among its assets, the city counts an enormous number of mature and accomplished artists, many of whom have been struggling to achieve recognition for two, three, four, or even five decades. Yet, in spite of this preponderance of talent, San Diego is home to less than a half-dozen suitable galleries. Thus, in the past few years, the library has become one of the most sought-after venues for the city's artists.

Visual Arts Program exhibitions are primarily solo exhibitions of museum-quality artists' work. This is where the need is greatest in the community. The library curator works closely with exhibiting artists, sometimes a year or more in advance, providing guidance or oversight, as needed, on theme development, presentation and framing, scale, quality, didactic materials, publicity, and other matters. In general, exhibitions run six weeks. Once or twice a year, the library curator organizes group exhibitions, the most important of which is an annual invitational drawing show. This is regarded as the most prestigious showcase of contemporary drawing in the city. Other noteworthy group exhibitions from previous years include *In Their Eighties: Noteworthy Works by Artists in Their Ninth Decade of Life*; *Painters for the Millennium*, a year 2000 exhibition featuring works by fourteen of the most accomplished painters in the region; and *A Family of Artists*, an exhibition of works by two generations of living artists in one family.

Opening receptions attract anywhere between 150 and 800 art collectors, philanthropists, artists, students, community leaders, and members of the general public. Like the exhibitions themselves, the opening receptions attract attendees from a wide geographic area. It is not unusual for art aficionados, colleagues, and families of exhibiting artists to travel to the receptions from as far away as Northern California or, in some cases, the East Coast. These events, regularly attended by high-level library administrators, have emerged as valuable occasions for library administrators to meet and interact socially with movers and shakers in the community.

The Visual Arts Program has been a major asset to the library, the art community, and the general public. During the run of an exhibition (usually six weeks), thousands of people



travel to the library to view the art. These are people who might not otherwise visit a public library. For regular library visitors, Visual Arts Program exhibitions are an added attraction and an eagerly anticipated aspect of the library's cultural programming.

Class tours of children as young as 5 years old are routinely brought into the gallery where many receive their first exposure to serious art. Other children's activities, such as crafts programs and Summer Reading Program events, are held in the gallery. The surrounding art provides a stimulating and high quality environment for these children to explore their creativity. Children are also welcome at the opening receptions for Visual Arts Program exhibitions and some parents make a point of bringing their children to these events to begin their cultural education at an early age.

At a more advanced level, art professors at area colleges and universities such as The University of California, San Diego; San Diego State University; and many community colleges, often assign students to write critiques of Visual Arts Program exhibitions or profiles of Visual Arts Program artists. The library curator is always available to provide personal tours or lectures to groups of students, senior citizens from retirement homes, art organizations, professional groups, or any interested parties.

Press coverage of Visual Arts Program exhibitions through print media and television exceeds that of any other library program. Beginning with the first exhibition, Visual Arts Program events and the program itself have garnered dozens of serious art reviews, news stories, features, and human interest stories in citywide newspapers, neighborhood newspapers, art magazines, and professional journals, such as *American Libraries*. Coverage by television news media has been increasing for special or unusual exhibitions or art-related activities. The library curator has appeared on television and public radio, as well as being a regular guest on panels of artists, art administrators, and dealers.

The relationship between the Visual Arts Program and the City of San Diego's television station, City TV 24, is offering new opportunities to expand the visibility, scope, and innovativeness of the Visual Arts Program. In an aggressive move to compete with local television stations such as KPBS and UCSD-TV, City TV 24 has been greatly expanding its cultural programming. For more than two years, City TV 24, which reaches approximately 350,000 homes, has been videotaping and broadcasting lectures given by Visual Arts Program exhibiting artists.

That concept was taken to another level with the implementation of *Profiles*, a half-hour long program featuring one-on-one interviews with visual artists, writers and musicians. The library curator interviews Visual Arts Program artists, either in the library gallery or the artists' studios, while other specialists interview writers and musicians. The interviews of visual artists are particularly engaging because the works of art provide graphically powerful imagery which the program's editors interweave with the dialog. Each interview is aired dozens of times in prime time, providing invaluable public exposure for the library and its exhibitions.

Another collaboration between the Visual Arts Program and City TV 24 is even more exciting: the production of an hour-long television documentary about noted San Diego surrealist painter, Ethel Greene. Like most area artists, Greene, who died in 1999, never achieved the recognition her talent and art merited. The library curator, who conceived the project, is also the documentary's writer and co-producer. The Greene documentary will be a



major contribution to San Diego's art scholarship and may be the first of a series of similar documentaries relating to historically significant San Diego artists.

The entrepreneurial aspects and economic benefits of the Visual Arts Program have attracted nationwide attention. Most works of art displayed in the gallery and throughout the rest of the library are for sale, with the library collecting a 20% commission on sold works. This greatly appeals to artists because it is substantially less than the standard 50 to 60% levied by commercial galleries. Occasionally, artists who are financially stable contribute more than the standard 20% commission to show their support for the library. Revenues generated in this manner are used to help offset Visual Arts Program operating expenses, to purchase works of art for the library's permanent collection, and to fund special art-related programs, such as a recent *Mozart n' Art* piano concert held in the gallery during an important exhibition. The capacity crowd not only appreciated the synergy between the Mozart's piano sonatas and the art on display, but also donated enough money to pay the performer's fee.

It should be noted that most of the money generated by the sales of works of art exhibited through the Visual Arts Program (to date, several hundred thousand dollars) is funneled directly back into the local economy.

A lack of staffing has precluded organizing a campaign to raise money to support the Visual Arts Program, but the small effort possible thus far has yielded positive results, including contributions from a foundation, some corporations, and most of all, individuals sympathetic to the mission of the Visual Arts Program. Additional money comes from contributions to a donation box in the exhibition area.

Art sales have been surprisingly strong, even during recessionary times, with buyers ranging from serious collectors with nationally known collections, to private gallery owners, to neophytes acquiring their first original work of art. The library curator takes an active role in cultivating serious collectors and maintains an inventory of works culled from past exhibitions and available for purchase.

An added bonus of the library's perceived commitment to the visual arts has taken unforeseen forms, as well. Donations in the form of works of art; art-related books, magazines, and videos have been steadily increasing from grateful artists and collectors.

Since the program's inception, the library's flagship gallery has been housed in the community room of a branch library (the Pacific Beach/Taylor Branch Library.) Approximately two years after the first Visual Arts Program exhibition, the space was retrofitted with a quality lighting system and other improvements and amenities to make it a more formal and professional venue. However, the room has many shortcomings, including inadequate size (1,200 square feet) and other architectural constraints that make it difficult or impossible to stage major exhibitions or install large-scale works. The necessity to use it as a public and staff meeting room is in constant conflict with its gallery function.

An attempt is being made to expand the Visual Arts Program to the current Central Library and some branches. However, inadequate exhibition facilities throughout the library system are a major obstacle.

The New Main Library Gallery

While the growth and popularity of the Visual Arts Program has been outstanding, the need for a major gallery space for the library system becomes more pressing with each passing



month. Consequently, a dedicated gallery space will be an important component of the new Main Library. Plans currently call for a 3,000 square foot gallery, with separate office, workroom, and storage space.

The new Main Library gallery will become the focal point of the Visual Arts Program and provide a truly professional, state-of-the-art exhibition space. This type of facility is currently nonexistent in the library system. The mission of the Visual Arts Program, which has been the key to its success, will remain the same: "...to demonstrate the library's role as a cultural institution embracing a broad range of disciplines, while assisting San Diego's mid-career and older artists in achieving wider local, regional, and national attention."

Given the depressed state of the visual arts in San Diego, and the great magnitude of work waiting to be done to improve this situation, it is a virtual certainty that the library's role as a leader in the visual arts will continue to expand. Aside from the budding Oceanside Museum of Art, located in north San Diego County, local museums appear to have neither the resources nor the interest in supporting the local art community beyond a token role. The opportunity is wide open for the San Diego Public Library to greatly enrich the community, to enhance its traditional programming, and to become stronger as an institution by its affiliation with the art community.

A new Main Library gallery is essential to fulfill this need. A new Main Library gallery will:

- ♦ Provide the library with a highly visible and credible symbol of its commitment to visual arts programming.
 - ♦ Make the library a destination point for art lovers from throughout the region.
 - ♦ Enable the library to exhibit wider varieties of art, especially as the creative potential of advanced technologies and media continue to be adopted and explored by artists.
 - ♦ Enable the library to exhibit larger scale works of art. These are currently limited by the physical constraints of the library's make-shift and cramped exhibition spaces.
 - ♦ Enable the library to organize and showcase larger, more comprehensive, and consequently, more important, exhibitions.
 - ♦ Enable the library to provide greater security for fragile or valuable works, a concern for artists, lenders of works of art, and insurance companies.
 - ♦ Enable the library to accommodate major traveling exhibitions, as needed.
 - ♦ Enable the library to exhibit works by artists whose approach to themes and art making may be more challenging, controversial, or thought provoking than usual.
 - ♦ Give the library additional opportunities for fundraising as well as providing a culturally appealing venue for holding art-related and other fund-raising activities.
 - ♦ Place the library on more even footing with other art-oriented cultural institution for purposes of creating alliances and collaborations.
- ❖ **Book Discussions @ Your San Diego Main Library.** The San Diego Public Library has always been a venue for book discussion groups and related activities. The San Diego Main Library will expand on this important community function with many events held on a regular basis.



Reading and discussion are the roots of learning and can also become the roots of community bonding. Book discussion series enable library users from different communities to come together and talk about the issues addressed in the texts on a continuing basis. The discussions center on cultural diversity and finding common ground in a divisive age. Literature is the perfect catalyst for discussion and cross-cultural understanding. What these reading groups have done is help people explore the common ground we share. Though we might initially see that common ground differently because the particulars of our lives may be different, hearing stories and sharing perspectives leads us to a better appreciation of one another.

Examples of book discussion series the Library has held recently include:

- ♦ **The Bridges that Unite Us – Los Puentes Que Nos Unen:** With the demographics of local communities changing rapidly, the library saw the need to foster more understanding among the various populations in the county. The bilingual “The Bridges that Unite Us” series, (the authors are classic and emerging Latino and Latina writers) involved the study of works from such authors as Chilean Pablo Neruda, Nicaraguan Ernesto Cardenal, Cuban Cristina Garcia, and American Julia Alvarez. This series was repeated the next two years under the titles of “Bridges and Borders” and “Following Trails, Leaving Tracks,” and used materials ranging from Rigoberto Menchu to Cormac McCarthy. By bringing people together to examine new or unfamiliar ideas, the end result is the recognition that without understanding we marginalize those individuals and cultures that don't fit the American mold. Hearing the perspectives of different peoples and communities enriches everyone involved.
- ♦ **Long Gone – The Literature and Culture of African American Migration:** This series explored the migration experience from Africa to America, from south to north, from rural to urban – a powerful and recurring theme in 20th century literature. The literature explores the impact of changing place on migrants themselves or on their descendants. Since in most cases, the migrants moved from a rural setting to an urban one, these texts address the effect of urbanization on black life. Each of the works may be read from a variety of perspectives and with a range of emphases, but in all cases the process of migration provides at least the context within which we can understand the character's motivations, goals, disappointments, and conflicts.
- ♦ **End of the World without End – Readings for the Millennium:** As the Library anticipated the millennium and noticed a mixture of fear and hope, the Library introduced this ALA series that included readings ranging from science fiction to fantasy and poetry.
- ♦ **Women of Mystery:** This series was a compelling and innovative book discussion program that inspired participants and engaged them in lively discussions of contemporary literary and social issues. The attendees were able to draw connections between the fictional world of crime novels and the social challenges they face in their own communities.
- ♦ **Rediscovering California at 150:** This series explored selected passages from “Gold Rush: A Literary Anthology.” This series helped San Diegans seek a deeper understanding of California's history and think about how much the California has changed since it became a state in 1850.



- ❖ **The Great American Writers Series:** San Diego Public Library has taken an active leadership role in partnering with others to provide a rich mix of cultural programming that attracts audiences from all over the large region it serves. This is exemplified by the Great American Writers Series, which has included 28 writers from Jane Smiley to Peter Matthiessen to Arthur M. Schlesinger Jr.

Co-sponsored by the Library, the City Club of San Diego and UCSD-TV, the series began in January 1999 and has featured a variety of great writers from across the country. The programs usually take place at the Central Library or one of the branch libraries. All programs are videotaped by UCSD-TV for later broadcast. Some of the other authors who have been featured in the series include **Linda Chavez**, national Hispanic political leader; **Tom Hayden**, activist and former California state senator; **Jurate Kacikas**, former Vietnam War correspondent; **George Plimpton**, participatory journalist and editor of *The Paris Review*; **Arthur Schlesinger Jr.**, historian and Pulitzer Prize winner; **Paul Theroux**, acclaimed travel journal author; **Steven R. Weisman**, chief diplomatic correspondent for *The New York Times*; and historic novelist, Bernard Cornwell.

The series' uniqueness is underscored by a commitment to present writers in more than one library venue, for one of the great strengths of the San Diego Public Library is its remarkable system of community branches libraries. Consequently, programs have been featured in several libraries from Malcolm X to La Jolla. In addition, Chula Vista and Coronado have also hosted events in the series.

One special event featured language writer and children's author Richard Lederer. More than 500 children and parents attended the event, with each child receiving free books, compliments of Harcourt Brace, The City Club, and the San Diego Public Library.

Other recent authors who have participated in book discussions at the Central Library include **T.C. Boyle**, author of "Drop City," "The Tortilla Curtain" and "After the Plague"; and **Gail Tsukiyama**, author of "The Samurai's Garden," "Women in Silk" and "Night of Many Dreams."

Each year, the Library holds its **Local Authors Exhibit and Reception**. During the reception, a respected local author receives the LOLA (Local Author Lifetime Achievement) Award. After receiving the award, the recipient discusses his/her work and career. Recent recipients have included **Chet Cunningham**, **William Murray**, and **Robert Wade**.

With a new Main Library, more book discussion activities such as these can be scheduled on a more regular basis. The new facility with better amenities will also attract more authors. It is virtually impossible for the current Central Library to hold simultaneous events because there are not enough meeting rooms. There are many touring exhibits and programs the Library cannot accept because of space limitations.

- ❖ **The San Diego Community Book Festival:** The San Diego Main Library will be the primary organizer of, and venue for, what will become the annual San Diego Community Book Festival.

Book fairs exist in many large urban areas as a vehicle to celebrate books, reading, libraries, and community diversity. Book fairs attract hundreds of thousands of people throughout the nation to listen to author readings, book discussion groups, storytelling, music, and entertainment.



The San Diego Public Library and the San Diego Convention and Visitor's Bureau have undertaken a process to plan for the implementation of a San Diego Community Book Festival. By the time the new Main Library is constructed, it is hoped that the Library will have completed all planning work for the Festival, and will have launched the Festival itself from the current location of the Central Library, or a site near the Convention Center (which is close to the site for the new Main Library).

- ❖ **Films @ Your San Diego Main Library:** The San Diego Main Library will continue the practice of providing an active film screening and discussion program, featuring films not readily seen in commercial venues in San Diego.

The film program at the current Central Library is comprised of:

- ♦ A Film Forum that takes place one evening per week, showing a variety of films, many of them foreign with English subtitles. Two recent examples of films shown in the Film Forum include "My Wife is an Actress" (French) and "Invisible Children" (Columbian).
 - ♦ Sunday Afternoon at the Movies, as its name implies, is a very popular program, drawing many patrons to see a variety of kinds of film on Sunday afternoons. Recent showings include "The Big Empty," an American dark comedy, and "Green Dragon," a story of the Vietnamese immigrant experience in San Diego.
- ❖ **Children's Film Festival:** The San Diego Central Library would like to expand and enhance its community outreach efforts by hosting, planning, and staging an annual "Children's Film Festival." Since mainstream American and international film industries often emphasize commercial viability over quality, the festival will attempt to redefine what children's media can be by showcasing the best in world children's media – works that promote self-esteem, cultural awareness, environmental sensitivity, literacy skills, positive social values, and curiosity. The "target" audience would include children ages 3-17, parents and educators. In addition, the festival would provide a catalyst for collaboration for community organizations that concern themselves with the spiritual, cultural and physical enrichment of children. Some natural tie-ins would include UCSD, Children's Museum, Children's Hospital, Borders Bookstore, and local schools media artists and arts organizations. Ideally, the festival would include various components: the screening of high quality, ethnically-diverse, international media; hands-on workshops for children with local, national or world media artists; a sidebar section featuring films made by local young media artists; special screenings for school classes; workshops for educators to incorporate media in the classroom; promotional displays for supporting children's organizations; and special guests.

The Central Library would handle (in collaboration with UCSD and local filmmakers) the programming and acquisition of films; media promotion; screening facility; staffing of the festival; recruitment of workshop facilitators; ticket sales; sponsorships; and informational web sites.

It is Central Library's hope that this "Children's Film Festival" could become a yearly event that promotes excellence in children's media; engages the hearts and minds of our young people; and provides a vehicle for the community's involvement to positively influence San Diego's future generations.



- ❖ **Music @ Your San Diego Main Library.** The San Diego Main Library has been designed to be a first-class venue for musical productions for the San Diego community. The Main Library will offer accessibility for local musicians to perform and for citizens including students fulfilling concert attendance requirements of music courses, and senior citizens to take advantage of those performances without the high cost of tickets required at other venues. The new Main Library will offer an opportunity to expand the Library's musical offerings, and collection, including new music, lecture/demonstrations, in-Library listening facilities, and expansion of what is one of the region's largest collections of published music available to local musicians. Several very popular music series are expected to continue in the new Main Library:
- ❖ **The Chamber Music Concert Series** will bring an impressive array of performances to the new Main Library. A special feature of these performances is the conversation that takes place between the musicians and the audience. Performers introduce the works, and often discuss their instruments. The Library's series is one of the oldest in San Diego having begun in the mid 1950s with a few isolated concerts. Critical and popular response steadily encouraged the Library to increase the scope of the series to its present status of a Fall Concert Series and a Winter/Spring Concert Series each consisting of seven to nine concerts. It is funded through a donation by the Herbert Feuereisen Family and other public donors. Donor letters are sent out with the master concert schedule, usually in July and December. The concerts are very important to the musicians as they provide a venue for them to perform locally. The community has responded enthusiastically as shown by steadily growing attendance by musicians, music lovers, and music appreciation students from local schools and downtown residents. Newspapers regularly list the concerts and have given them critical acclaim. Many concerts are regularly broadcast by the City of San Diego's television station, City TV 24 for the viewing pleasure of the San Diego Community.

The concerts are held in the Auditorium of the Central Library on Sunday afternoons at 2:30 p.m. The concerts last about one hour each and are often standing-room-only. The musicians are selected by the Chamber Music Committee which consists of the Music Librarian, the Section Supervisor of Art and Music, a Supervising Librarian and two volunteers, both professional musicians from the community who audition the performers for the concerts. Currently they are Ilana Mysior (vocal and piano), and Dr. Ronald Goldman (instrumental). The committee meets once a year, usually in the spring, where the series for the coming 18 months is planned. Instrumental programs are alternated with piano and/or vocal recitals. If appropriate we feature one young performer per year if appropriate. Examples from the current Concert Series include:

- ♦ Goodlin Scholarship winners (all local music students from San Diego County who have won first or second place in junior and senior division categories of vocal and instrumental. The junior division is under 12 years of age and the senior division is under age 18)
- ♦ The Gennaro Trio playing Beethoven. This group is comprised of two members of our Music Committee, Ilana Mysior and Dr. Ron Goldman.
- ♦ South American pianist Daniel Noli performing works by Santos, Pomar, Grieg, and Liszt. Mr. Noli was commissioned by the Mexican Government to perform works of little known Mexican composers.



- ❖ **Opera Preview Lectures** are given by San Diego Opera musicologists such as Dr. Nicolas Reveles and Dr. Ron Shaheen. Designed to enhance the experience for attendees at San Diego Opera performances, the lectures are even popular with music lovers unable to attend the opera. The Library works with San Diego Opera staff to ensure that the Library collection includes important recordings, videos, DVDs, libretti, and works about the composers of the operas to be performed that are used by the Opera's educational staff as well as opera goers.
- ❖ **San Diego Opera Ensemble** features six outstanding professional young singers performing live productions of famous opera works. San Diego Public Library hosted "Opera Duets" prior to the beginning of the 2003 Opera Season. This served as a great introduction to the opera for library patrons. The ensemble has four new productions each season and it would be wonderful if the library could host all four productions. An Opera pathfinder was created to build on the interest generated by the singers and the upcoming lecture series and opera season.
- ❖ **Lectures @ Your San Diego Main Library.** The San Diego Public Library intends to offer a wide variety of lectures to help citizens stay informed about many topics and issues. While both book discussions and author/artist events help to accomplish this goal, the Library recognizes the importance of providing a public forum for ideas and perspectives that may extend beyond those specific presentations.

Presenting lecture programs will not be a new role for the new Main Library. The current Central Library has a long history of hosting lectures. One of the popular programs is the "Opera Preview Lectures." Dr. Nicholas Reveles, director of education and outreach for the San Diego Opera, presents entertaining and illuminating lectures on each of the San Diego Opera International Season's five productions. The lectures assist people less familiar with opera to understand the background and storylines of the productions. This year, Dr. Reveles is presenting lectures on "Fidelio," "Norma," "Therese Raquin," "Otello," and "Madama Butterfly."

In addition:

- ❖ The Central Library's Business Link presents several regular lectures/workshops. Each month, Karl Steins, a registered patent attorney, answers questions about patents, trademarks and copyrights. There are also lectures and workshops regarding bankruptcy, marketing, small business information, and other related fields.
- ❖ The Central Library offered a series called *Moving Waters: The Colorado River and the West*. This multi-dimensional program explored the legal history of the Colorado River; the impact of people and economies on the rivershed; and the stories, legends and lore of this critical water source through a variety of media, including lectures, book discussions, exhibitions and panel discussions. The following is a list of events for that series:
- ❖ *The Ecosystem and the Delta* panel discussion, featured David Hogan of the Center for Biological Diversity, Chris Harris from the Colorado River Board and David Czamanske of the Sierra Club, and Dr. Stuart Hurlbert, a biology professor at San Diego State University. The program was facilitated by Dr. Phillip Pryde, a geography professor at San Diego State University.



- ❖ *Institutions & Politics of the Colorado River*, featured a discussion with Helen Ingram, a professor of urban and regional planning at the University of California, Irvine.
- ❖ *Cadillac Desert: Part One*: film showing and discussion, based on the book by Marc Reisner. Theodore Strathman of UCSD History Department related the story of the quest for water and the role it played in the transformation of the American West.
- ❖ *River We Know*: Jack Simes of the Bureau of Reclamation spoke about the state of the Colorado River in Yuma and Baja California.
- ❖ *The Story of the Imperial Valley-San Diego Water Transfer* panel discussion, moderated by Peggy Strand, with David Hogan, Urban Wildlands Coordinator for the Center for Biological Diversity; David Czamanske, Sierra Club; Robert Campbell, Executive Assistant to the General Manager, County Water Authority; Chris Harris, Colorado River Board; Diana Hull, Ph.D., Californians for Population Stabilization Stuart Hurlbert, a professor of biology at San Diego State University.
- ❖ *Chinatown* movie was shown. In 1937, a Los Angeles private eye takes on a simple case and burrows into it until it leads to a murder and a public scandal based around the Owens Valley Water Scandal. The film was followed by a discussion with Theodore Strathman, a history professor at UCSD.
- ❖ *Dream of a Big City: Water Politics & San Diego County Growth* lecture with Theodore Strathman, a UCSD history professor.
- ❖ *What will be the fate of the Salton Sea?* Panel discussion with Mike Cohen, Pacific Institute; Fred Cagle, Sierra Club and Audubon Society; Tom Kirk, Salton Sea Authority; Stuart Hurlbert, San Diego State University; Larry Purcell, Water Resources Manager, County Water Authority. The program was moderated by Tony Perry, San Diego bureau chief of the *Los Angeles Times*.
- ❖ *The Salton Sea* presentation by Carol Hann of Imperial Valley Community College.
- ❖ David N. Cassuto read from his book *Dripping Dry: Literature, Politics and Water in the Desert Southwest* and answered questions.
- ❖ Jackson Benson., author of three previous books about Steinbeck and his work, spoke about his new book, *America and Americans and Selected Nonfiction*. The book traces Steinbeck's thirty-year career in journalism, including several articles about migrant farm workers written in the years prior to the publication of *The Grapes of Wrath*.
- ❖ *Understanding Islam* was presented by a professor of Comparative Literature at SDSU, and the Head of the Islamic Institute at the university. Because the September 11, 2001 attacks increased patrons' interest in the topic, the program was expanded into a series that discussed Afghanistan and a panel discussion on "Role of Women in Muslim" society.

Many of the film presentations at the Central Library are followed by discussions facilitated by academic professors or the filmmakers themselves. These lectures and discussions provide the audience with a deeper appreciation of the films than they would normally have. After the September 11th tragedy, the library also created pathfinders on Afghanistan, Islam, and Coping.



Currently the Library is working on a National Endowment of the Humanities grant to produce *Elizabeth I: Ruler and Legend*. This program includes a prominent scholar from UCSD to present lectures and preside over other forms of programming from book discussions, film and slide viewing and discussion, and speaker panels and forums to a dramatic offering from the renowned Old Globe Theatre. The program also features a large traveling exhibit mounted by the Newberry Library which will have to be fitted into the Library's very cramped spaces.

A recurring problem at the Central Library is the ability to book concurrent events because of very limited space. The library could hold many more events such as these, but there are not enough multipurpose rooms to meet demand. Plans for the new Main Library, which includes many meeting rooms and exhibit spaces, would solve this problem.

Collections

The entire collection of the San Diego Public Library can reasonably be seen as the collection supporting the Commons role. For some of its programming in the Commons, the San Diego Main Library may wish to acquire new or unique materials to add to the collection, and will do so as resources permit.

What the Main Library intends to do to support The Commons Service Area is to assemble temporary collections to support the particular programming being offered to patrons. That is, the Library intends to build finding aids and collection displays that can move with the programming involved. Patrons should be able to participate in a programmed event, then have immediate access to information resources that will expand or extend their programming experience.

An example of this use of the Library's collection to support (or be integrated into) its programming might be as follows: On the day of a concert focused on, say, the works of Beethoven, Library staff will have assembled a collection of books, videos, DVDs, CDs, and perhaps a Pathfinder on the life and works of Beethoven, which will be available on a portable cart near the back of the auditorium. Patrons will be able to make a selection from these materials right at the concert venue.

E. Partnerships

Partnerships are at the heart of the San Diego Main Library Commons. Many of the discussions that occur in an organized fashion within the Library will be planned, coordinated, and led by individual citizens, in the free exchange of ideas. The formal programming that is offered in The Commons by the Library will invariably be done in conjunction with a partner in the community, or in some cases at the state or national levels.

The list of partners in The Commons will be long indeed, and will change over the years. To give some idea of the range of partners the San Diego Main Library will engage, potential partners in each of the programming areas described above are mentioned below:

For Visual Arts @ Your San Diego Main Library:

- ❖ Italian American Arts Foundation
- ❖ Museum of Photographic Art
- ❖ San Diego Contemporary Art Museum



- ❖ San Diego Museum of Art

For Book Discussions @ Your San Diego Main Library:

- ❖ California Center for the Book
- ❖ The California Council for the Humanities
- ❖ The City Club
- ❖ Friends of the Libraries USA, in conjunction with the Association of American Publishers, the American Library Association, and *Library Journal*, have introduced a new web site called *Authors @ Your Library*, which is a resource promising to connect libraries around the country with authors and publicists who want to promote their books.
- ❖ Great Books Discussion Group
- ❖ San Diego Book Awards Association
- ❖ San Diego Writers Monthly Magazine
- ❖ Sisters in Crime, San Diego Public Library
- ❖ Young Playwrights Project

For Films @ Your San Diego Main Library:

- ❖ Friends of the Central Library
- ❖ Mexican Consulate
- ❖ National Endowment for the Humanities
- ❖ San Diego Film Festival

For Music @ Your San Diego Main Library:

- ❖ San Diego Opera
- ❖ San Diego Symphony
- ❖ La Jolla Chamber Music Society.

For Lectures @ Your San Diego Main Library:

- ❖ Center for Biological Diversity
- ❖ Chicano Federation
- ❖ National Urban League
- ❖ University of San Diego
- ❖ Peace Resource Center
- ❖ San Diego State University
- ❖ San Diego Supercomputer Center
- ❖ San Diego Japanese American Historical Society
- ❖ Sierra Club



- ❖ University of California at San Diego

10 Core Service Areas

In addition to the High Priority Service Areas outlined above, the San Diego Main Library will offer the following 10 core service areas to all appropriate patrons in accordance with the community needs summarized earlier in the document:

Business and Career Information

Adult citizens and young adults in any community, San Diego included, must address issues of work, career, and personal finance throughout their lives. For many of these adults, formulating and maintaining a business is also a primary activity. The San Diego Main Library will seek to address these needs through its collections and services pertaining to business and career information.

The San Diego main Library has a significant role to play in helping employers, employees, and job seekers obtain the information they need to succeed in a diversified and dynamic workplace. Similarly, the Main Library plays an important role in supporting small business in San Diego by providing services and resources in the areas of business development, management, and marketing. In carrying out these roles the new Main Library will:

- ❖ Continue to build, maintain, and offer to the public an extensive collection of business and career resources including business directories, demographic and marketing services, business plans and financial information, industry fact books, business databases and periodicals, career planning guides and assessment tools, company and government job listing, job preparation materials, and college catalogs.
- ❖ Expand the number and variety of “value-added” tools and products that are made available to the public to enhance the utility of, and access to, business and career-related services it can provide.
- ❖ Further develop partnerships with local business organizations, government agencies, and community groups to strengthen the business and career-related services it can provide.
- ❖ Develop and offer to the public an increased number of workshops, seminars, and training programs in the areas of small business development, career awareness, job search skills, personal finance, and technology literacy.

Of particular note is a partnership the San Diego Main Library will pursue with the San Diego Workforce Partnership (the Workforce Partnership is described in the Community Needs Assessment document under Community Organizations). Given the importance of this collaboration, an explanation of the activities to be jointly undertaken is appropriate here.

Collaborative Activities with the San Diego Workforce Partnership

In wake of the recent economic downturn that challenges our nation today, the San Diego Public Library’s collaboration with The San Diego Workforce Partnership plays a vital role in providing the much needed encouragement, resources, and services to the unemployed, underemployed, and dislocated workers within our community.

Current labor statistics show that San Diego’s unemployment rate rose from 3.2% in 2001 to 4.1% in 2002. This rate is expected to continue to climb as companies in the area consolidate and downsize.



The consequence of these business maneuvers will be more competition for fewer and fewer jobs. (San Diego Occupational Outlook Report, 2003). In order to be competitive for these vacant positions, many persons in the job market will have to look for local services and resources available to assist them in their endeavors.

For more than 25 years, the San Diego Workforce Partnership has supported the region's workforce and employers through a comprehensive system of education, training, career planning, and placement services. A nonprofit community corporation, the Workforce Partnership has demonstrated its dedication by investing millions of dollars in regional workforce development. Many of these services are provided through a network of One Stop Career Centers which are located throughout the city and county. These centers provide a wide array of high quality, vocational services to all San Diegans with special initiatives specifically designed to benefit youth, veterans, exiting military personnel, and the welfare-to-work populations. Ironically, none of these centers are located nearby the historically disenfranchised and lower socioeconomic community that resides in the downtown area. Those who are in most need of these resources and services would be required to take up to three buses to access these centers!

The San Diego Public Library is currently partnering with the Workforce Partnership to provide some, albeit limited, services and programs available to those in need. To this collaborative effort, the library brings its professional staff, an ideal downtown location, meeting space, extended operating hours, a sizeable collection of job reference materials and, from time to time, use of the library's computer lab. Complimenting these features is the proven track record of the Workforce Partnership's expertise in vocational program delivery, state of the art software and technology, and professionally trained staff in job and career development. The partnership is proving to be very well received within the community, supplying a much needed curriculum to the city's core population.

A lecture-based program series is being designed and facilitated by the combined efforts of the Workforce Partnership and library staff members on such topics as: How to Begin Your Job Search, Preparing a Powerful Resume, and Interviewing Skills. A guest speakers' forum from the downtown business community is being assembled to discuss industry specific developments and hiring trends. Computer based training on using the Internet to conduct a job search, and formatting a resume and cover letter supply job seekers with many of the soft skills needed to be competitive in the market today. The development of a "Downtown Job Club" is also being considered in order to create a forum for job seekers to network and exchange ideas and experiences.

With the potential to assist so many, and the opportunity for the San Diego Public Library to provide this much needed service to its patrons, it is unfortunate that due to space restrictions and lack of adequate wiring this program must be scaled back to provide only a small fraction of the types of resources and services that would serve the community so well.

Space is at a premium at the Central Library. There currently is such competition for meeting areas that bookings must be made months (for some programming, up to a year) in advance and there is little flexibility once booked. Trainings, workshops, and lectures for the workforce program would be much more frequent if time and space allowed.



At this point in time, job related materials can be found throughout the library, most of them being located in the Social Science Section on the third floor. Periodicals and newspapers are found on the first and second floors. The one computer which contains the resume writing program is also located on the third floor. Users must gather information from all corners of the library to have what they need at hand.

When applying for a job, time is of the essence. Most jobs today are posted on various Internet sights. Mailed hard copies of resumes may not reach the employer until after interviews are already set up, or even worse, after the hiring decision has been made. Many employers today do not even wish to receive hard copy resumes sent through the mail. In order to be competitive in the present job market it is imperative that job seekers have access to the Internet and electronic mail. Currently the Library's computer lab houses only 20 computers with lengthy waiting lines to utilize these workstations. Library policy allows for only one hour of use per day, per patron in order to keep up with the demand. That amount of time is simply not sufficient if one wishes to search and respond to Internet job postings.

When designing this program, Library staff hoped to somehow carve a dedicated area for a Career Center so that all pertinent materials, information and trainings could be centralized. Space continues to be unavailable. Staff are currently investigating the plausibility of creating a wireless computer lab just for job seekers, but again, space is the limiting factor.

The Library has the need, the concept, the talent, and the right partners with which to nurture this program into a successful venture. At present, the greatest obstruction in implementing this quality program is the size and state of the facility. If we as library professionals aspire to provide meaningful venues and superior programs which meet the needs of our patrons, we must address and find solutions to our service barriers. A new main library with adequate space and materials to meet the needs of a growing downtown population is a significant step in that direction.

Community Referral

The San Diego Main Library will serve as a primary source for all citizens seeking of information about the services available through various community organizations and agencies. The kinds of information patrons might receive about community organizations and services from the San Diego Main Library include:

- ❖ Catalogs and bulletins from all colleges and universities in the region.
- ❖ A directory of health and social services in San Diego County.
- ❖ A directory of self-help groups and organizations from the Mental Health Association.
- ❖ An extensive directory of San Diego community organizations maintained by the Library, and held at the Information Desk.
- ❖ Information on services for persons with disabilities available through the ICAN! Center.
- ❖ Access to web sites maintained by community agencies.

To continue to provide high quality community referral services to the citizens of San Diego, the new Main Library will:

- ❖ Expand its network of contacts with service providers in San Diego.



- ❖ Arrange for reciprocal exchanges of brochures and other information with community agencies.

Consumer Information

The San Diego Main Library will maintain an extensive and current collection of consumer information resources for use by patrons, including:

- ❖ Consumer Price Index data
- ❖ Consumer Reports
- ❖ Consumer Research
- ❖ Consumer Guides
- ❖ Car buying guides
- ❖ Car repair guides
- ❖ Real estate buying guides
- ❖ Health information guides
- ❖ Links to Federal and State consumer sites

The San Diego Public Library system has a long history of providing consumer information resources for its patrons; the San Diego Main Library will continue in this important tradition by:

- ❖ Expanding the number and currency of information materials about consumer issues by approximately 10-15% annually.
- ❖ Conducting an aggressive weeding campaign to make sure information retained by the Main Library is current.

Library Community Health Outreach Program

One of the programs that would strengthen the Library's consumer information services is a Library Community Health Outreach Program. The San Diego Public Library staff has had preliminary discussions with the Dr. William C. Herrick Community Health Care Library at the Grossmont Healthcare District about how the San Diego Public Library can become an integral part of the nation's Healthy People 2010 program. ***“Healthy People 2010 challenges individuals, communities, and professionals—indeed, all of us— to take specific steps to ensure that good health, as well as long life, are enjoyed by all.”*** Toward this end, the San Diego Public Library will include health programs as an integral part of the library's information services. This will be accomplished by collaborating with several health organizations and health libraries to sponsor unique information programs for the community and to provide access to health information to the public.

There are some unique consumer health information libraries throughout the San Diego community, such as the Herrick Community Health Care Library that have been working with the San Diego Public Library to provide health information services to our citizens. Our intent is to expand these activities and strengthen these relationships by adopting the Healthy People 2010 objectives to develop programs to improve health.



The Library proposes a Library Community health Outreach Program to:

- ❖ Participate in Community Health Fairs held throughout the city to publicize the library's services.
- ❖ Conduct Health Information Forums with invited Health professional speakers to address timely topics that promote healthy living.
- ❖ Provide television programs on health topics through our local education channel for our community.
- ❖ Publicize health events in our library newsletters, including Health Fitness, Nutrition and Disease Prevention.
- ❖ Strengthen access to the National Library of Medicine and National Network of Libraries of Medicine web links, and here locally to the Grossmont Healthcare District's Dr. William C. Herrick Community Health Care Library's web links that have access to local, regional, state and national health information resources and organizations. These links will further enhance our existing Reference services.

Healthy People 2010 is a set of health objectives for the nation to achieve over the first decade of the new century. Many different people, states, communities, professional organizations, and others can use it to help them develop programs to improve health.

Healthy People 2010 builds on initiatives pursued over the past two decades. The 1979 Surgeon General's report, "Healthy People, and Healthy People 2000: National Health Promotion and Disease Prevention Objectives" both established national health objectives and served as the basis for the development of state and community plans. Like its predecessors, Healthy People 2010 was developed through a broad consultation process, built on the best scientific knowledge and designed to measure programs over time.

The San Diego Public Library will help citizens to be healthy people by providing access to health information. The library can help people to make better choices when choosing doctors, health insurance, online health information, and a healthy lifestyle. There is an important role that the library plays and our proposed program will ensure that the community is given opportunities to make informed medical decisions and to have access to authoritative and reliable health information.

Cultural Awareness

A primary service of the San Diego Main Library will be to offer materials and resources that "help satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others." (Nelson, 2001) This service most often takes the form of a rich diversity in the library collection itself, wherein patrons are offered access to a host of materials about virtually all cultures. But the Library goes beyond the richness of its culturally diverse holdings: programming provided through the Main Library will offer citizens an opportunity to see the films of and by a variety of cultures; listen to music and watch dance performances representing various elements of the San Diego society; attend lectures by and about various cultures. All of these kinds of activities will not be new to a new Main Library; such events have been taking place for nearly a hundred years at the San Diego Central Library. The new facility, however, will offer far more possibilities for cultural programming, a greater collection of materials and, in general, a more aggressive effort to enhance cultural awareness.



As mentioned previously in the Community Needs Assessment planning document, the San Diego Main Library is particularly interested in serving the needs of what are called “new immigrants,” who now constitute more than one-fourth of California's residents and workers and are responsible for more than half of the growth in the state's population and labor force.

(See <http://www.rand.org/publications/RB/RB8015/> for additional information about this topic.)

The Rand Study cited also offers some recommendations that, while not focused on public libraries, certainly apply to public libraries and their efforts to enhance cultural awareness:

For California, the authors recommend that the state develop proactive policies for integrating immigrants both socially and economically. Since education is the most important determinant of the success of immigrants and their children, California must--above all else--make special efforts to promote high school graduation and college attendance for the children of immigrants, most of whom are born in the state. In addition, the state should work with the federal government to sponsor programs that encourage naturalization and expedite English proficiency for adult immigrants already living and working in California.

The San Diego Main Library will be uniquely positioned to provide some of these kinds of services to new immigrant populations. To promote cultural awareness for the benefit of all citizens, including new immigrants, the Library will:

- ❖ Increase the number of non-English language books and other resources in its collection on an annual basis.
- ❖ Provide programs specifically focusing on the culture and traditions of a range of kinds of people.
- ❖ Encourage new immigrants to take advantage of the community referral, family literacy, homework centers, and other services available within the Main Library.

Current Topics and Titles

Topics and titles of current interest cross disciplines and can be found in each section of the Central Library, which often makes it cumbersome for patrons who need to browse in each of the Central Library sections. The cramped conditions make merchandising and display of the collection nearly impossible. No playback equipment is available for patrons to preview audio and video titles.

The new Main Library will feature a Popular Library on the first floor which will feature some of the most in-demand materials: videocassettes and DVDs, spoken word audiocassettes and CDs, and a book collection of current interest. Display shelving will ensure that this collection is merchandised with frequently changing displays to reflect topics of current interest (Black History Month, etc.). Playback equipment will permit patrons to preview video titles.

- ❖ **Bestsellers and Reserves:** San Diego Public Library uses monies from the City's General Fund to purchase bestselling titles and to assure that there are enough copies of other popular titles in our collection to satisfy reader demand. Funds used to purchase bestsellers as well as titles to satisfy reserves are distributed “off the top” or before general fund monies are divided between the Central and Branch divisions.



Collection Development staff select bestseller titles working in close cooperation with subject specialists from the Central Library. Collection staff read advance reviews, look for advertisements, and monitor various televised book clubs in order to stay informed on what is forthcoming.

Collection Development Section staff purchase materials to satisfy reserves with the target of maintaining no less than a 3:1 reserve to copies ratio. Even with all the research that staff puts in to assuring that the Library has sufficient quantities of popular titles, sometimes there is the welcome surprise of a stealth bestseller or an item that becomes popular locally due to press coverage or regional interest. These items are also purchased by the Collection Development Section in sufficient quantities to fulfill our reader's needs. In order to keep up to date staff must monitor reserve reports that track the popularity of titles throughout the system and order enough copies to anticipate our reader's needs.

Government Information

The United States government is, arguably, the world's most prolific publisher. Government information is a microcosm of most of the knowledge of the world. There are few topics not addressed in some form by government information. The number of documents produced as a result of the work of the federal government, to say nothing of state governments, reaches to the millions of individual documents, databases, and multimedia packages. The line item in the FY2000 Federal budget for government printing was itself in excess of \$128 million.

The San Diego Public Library is, and will continue to be, a depository of federal, state, and local government documents. The San Diego Main Library will function as the physical depository of these document collections. Being such a depository is both an opportunity and a challenge. In addition to providing adequate housing for an extensive collection in a variety of formats, the biggest challenge is perhaps assisting patrons in finding what they want and need from a system that is largely unregulated and vast.

The Main Library will continue to build, maintain, and offer to the public a collection of information resources from and about government. This collection, and services and programs based on the collection, is an important component of the San Diego Public Library's overall mission.

The overarching goal of the government information program of service is to provide informed access to information resources developed by and about governments. To accomplish this goal, the San Diego Main Library will:

- ❖ Maintain the Library's Federal Depository status and collections and acquire relevant non-depository materials.
- ❖ Maintain the Library's Patent and Trademark Depository status and collections and acquire relevant non-depository materials.
- ❖ Maintain the Library's status as a complete California publications depository collection and acquire relevant non-depository materials.
- ❖ Offer patrons orderly and efficient access to the electronic resources available through government sources.



- ❖ Acquire and maintain publications published by the City of San Diego and the County of San Diego.
- ❖ Provide public services and programs that address the needs of the public for government information.

General Information

Through its vast collections, reference and information desks, and online resources, the San Diego Main Library will function as the primary source of general information for citizens of San Diego, as the Central Library has done in the past. To refine and enhance its role as a center of general information for the San Diego community, the Main Library will:

- ❖ Create a general information desk in a prominent location within the Main Library, staffed at all times by library personnel trained to provide general information.
- ❖ Operate a telephone ready reference service for patrons who cannot physically come to the Main Library.
- ❖ Continue responding to e-mail requests for general information.
- ❖ Update on a regular basis its general information resources for both patron and staff use.
- ❖ Add to the Library web site additional general information resources as they become available.

In addition to these activities, the Main Library will provide a general information kiosk in its lobby. People the world over know that libraries are a great source of information. Travelers frequently visit libraries to obtain free, unbiased information about events, attractions, and organizations set up to assist tourists. San Diego is the third largest leisure destination in the country. Each year, more than 15 million visitors come to San Diego to enjoy the great amenities it has to offer.

To better assist visitors to San Diego, the Library is working with the San Diego Convention & Visitors Bureau (Convis) to provide space in the new Main Library with tourist-related information. Both the Library and the Bureau agree that the Main Library, which will be located close to the new Padres ballpark and the San Diego Convention Center, will be in a prime area to provide information to visitors.

Plans call for space in the lobby of the Main Library to be dedicated for visitor information. A computerized information kiosk will be installed that will provide helpful information at the touch of a button. There will also be space provided for brochures, maps and other guides about local attractions, restaurants, and special events throughout the San Diego region. This service will be an important addition to the Main Library. The Bureau will regularly update the information and the Library will have roving staff person who will answer questions and help anyone who needs personal assistance.

Local History and Genealogy

In addition to expanding its general collection of information resources, the San Diego Main Library will offer patrons three specialized areas within the Library to enhance understanding of local cultures:



The San Diego Heritage Room:

The San Diego Main Library will maintain a San Diego Heritage Room to serve as the major public library local history resource for the communities of San Diego and Imperial counties. Scholars, researchers, school children, people from the business community, as well as the general adult reader will have access to an extensive collection of reference and research materials about, and unique to, the San Diego region, including:

- ❖ Archival materials such as family, company, and organization papers and early City assessment records and registers.
- ❖ Current and retrospective atlases and maps of Southern and Baja California, Sanborn fire maps, City and County street atlases, and special subject maps such water resources and earthquakes.
- ❖ Audiovisual materials that record or interpret local historic events or periods.
- ❖ Regional and historical periodicals and periodical indexes.
- ❖ Pictorial monographs of historical interest.
- ❖ Postcards, brochures, and clippings from publications of local interest.
- ❖ Programs of San Diego area theatrical, musical, and sports events.

The Magazine/Newspaper Room:

Much of the cultural life of a region is documented and saved in the newspapers of the region. The new San Diego Main Library will maintain a magazine/newspaper room as one of the primary sources of regional memory.

The Magazine/Newspaper Room serves general adult readers and researchers of all ages. Newspapers from major North American cities represent broad geographical regions and are retained for a limited period. The permanently retained portion of the collection (major national and local newspapers) meets both recreational and resource needs and provides:

- ❖ Financial and legal information to serve the business community
- ❖ Regional viewpoints on major issues
- ❖ State of California news
- ❖ Major national and international coverage

The Genealogy Room:

The Genealogy Room serves as a reference and research collection aiding those who wish to learn about the process of creating genealogies, and for those who wish to trace the histories of specific families. It functions as a major public library resource in this subject area for San Diego and Imperial counties. Its audience is primarily adult, although high school students doing research are welcome to use the materials. The scope of the collection is worldwide, although the bulk of the collection focuses on the United States. Approximately 33 % of the collection is on indefinite loan from the San Diego Chapter of the Daughters of the American Revolution and concerns primarily those states that comprised the original 13 colonies. The special collections and resources in the Genealogy Room include:



- ❖ **Census microfilm.** Census Microfilm for the State of California is acquired. Census microfilm for other states is acquired primarily by gift or grant monies. At present 541 rolls of microfilm partially cover the states. Inter-library loan is utilized to permit access to all available census materials.
- ❖ **The Boston Transcript.** The Genealogy Room possesses a unique resource: the Boston Transcript scrapbooks and their accompanying card index. Because of its fragility, an affordable method must be found to preserve this resource in a more durable form.
- ❖ **Genealogy CD-ROMS.** This section has more than 100 CD ROM for genealogy. They range from African -American newspapers of the 19th century, census records and indexes, to early vital records of counties in Massachusetts.

Information Literacy

The Public Library Association describes libraries that offer services in information literacy as helping patrons “address the need for skills related to finding, evaluating, and using information effectively.” The San Diego Main Library will respond to the need for information literacy among patrons by providing a number of services, including:

- ❖ Workshops and seminars for patrons on various aspects of using computer applications.
- ❖ Providing access to a central computer laboratory where patrons can use the applications they have learned.
- ❖ Providing tutoring and consulting on individual uses of technologies to search for information.
- ❖ Offering an extensive collection of materials on virtually all aspects of technology applications.

Lifelong Learning

The San Diego Main Library is firmly dedicated to the promotion and support of lifelong learning. The Library’s constant search for new information resources to acquire and catalog is driven in large measure by the need of patrons to seek information and, through that information, knowledge.

To support self-directed lifelong learning, the Library offers its considerable collection, in a variety of formats. The Library’s current collection is summarized later in this proposal. However, a couple of examples may serve to illustrate the kinds of resources the self-directed learner can find at the Library:

- ❖ **Biography:** This collection encompasses a broad array of materials about individuals both well-known and obscure. It has as its goal the provision of biographical information for most of the interests and reading tastes of the general public and liberally educated public. The primary collection goal includes works on individuals of broad popular interest, nationally and internationally. Included are individuals whose lives have affected other peoples lives, outside of their own circles, and including persons whose influence are measured across more than one generation.
- ❖ **History:** New history purchases emphasize current thinking while the best of older titles are retained as links to the past. Since the San Diego Central Library is the major regional



resource, the Library feels it is important to preserve resources. Anyone pursuing lifelong learning will find the selected surveys, general histories, dictionaries, handbooks, and primary source materials appropriate vehicles.

- ❖ **Sciences:** Subject areas in the Science Section for adults who may be learning in a more informal way include health, child rearing, gardening, cooking, job hunting, entrepreneurship, and home repair, upkeep, and decoration.

The San Diego Main Library will support lifelong learning not solely through its ever-developing collections of books, periodicals, and multimedia resources, but also by making available to interested patrons a range of instructional opportunities. Some examples of lifelong learning opportunities currently being offered by the Central Library illustrate how the San Diego Main Library will implement this service area:

- ❖ The technology and computer subject areas of the Science Section are heavily used by individuals who are attempting to develop and upgrade their employment skills. More shelving will enable the section to keep more of its material in the public area and make it available for browsing. Small study rooms would make it possible for individuals to study in groups without disturbing other library users. To tie the Library's collection more closely with coursework in the area's junior colleges, which many library users attend while working, a curriculum-based resource center will be developed in the Social Sciences Section.
- ❖ The Library presents many seminars and workshops for individuals interested in continuing their education, either for professional or personal reasons. Examples of some of these seminars include:
 - ♦ What does "going bankrupt" really mean? A session presented by attorney Mark L. Miller addressed numerous questions about bankruptcy.
 - ♦ Antiques and Collectibles. This session helped participants learn how to search the Internet for antiques and collectibles.
 - ♦ The ABCs to Starting, Growing, and Financing your Small business. This session provided tips on how to get a small business started.
 - ♦ The Path to Homeownership @ Your San Diego Public Library. These sessions address the information needs of prospective first-time home buyers.

Current Central Library Collections

To provide each of the services identified above, the San Diego Main Library must maintain and continue to build an extensive collection of materials, in all formats. This section contains a brief overview of the collection of the current Central Library, which will form the primary collection of the San Diego Main Library.

The Central Library provides an extensive collection of current and retrospective resources in print, audiovisual, microform, and electronic formats suitable to meet the practical, cultural, educational and recreational needs of the general adult and juvenile population in the City of San Diego. The participation in the Serra Cooperative Library System has extended these valuable resources to the citizens of San Diego and Imperial counties for many years.



Since the Central Library serves as the major public library resource for Region V of the Library of California (San Diego, Imperial, Riverside, San Bernardino, and Inyo counties), appropriate sophisticated and technical materials are included in the collection in order to meet the needs of the general public for accessible authoritative data in selected areas. The resources of other local libraries and their accessibility to the public library patron are considered in the purchase of these items.

The Central Library is committed to the provision of a substantial, intellectually diverse, and culturally rich record of all facets of American life with appropriate representation of other cultures. The six major subject sections contain a wealth of materials which help students who are enrolled in formal program of education from middle school through post graduate courses, or who are pursuing their education through home schooling, to attain their educational goals. They are also resources for those who are helping students (e.g., teachers and parents). The subject sections include:

Art, Music and Recreation

The Art, Music and Recreation Section acquires and maintains a collection of materials in the major subject areas of fine and performing arts, and recreation. Subject strengths include architecture and design, baseball research, fine and decorative arts, and music scores. The collection as a whole reflects the wide range of interests and varying levels of education of the community, including students, teachers, scholars, practicing artists, collectors, art dealers, craftsmen, amateur and professional musicians, composers, musicologists, performers, and sports enthusiasts. Knowledge of the community and its wants and needs provide the basis for the collection's development and management. The Art, Music and Recreation Section emphasizes the acquisition of materials which may prove important to the cultural heritage of the community and retains many materials which have historical significance. The special collections and resources within the Art, Music and Recreation Section include:

- ❖ **The Ussher Collection of Clippings and Pamphlets on Music and Musicians.** This is a collection of clippings about music and musicians taken from newspapers, periodicals, and concert programs as saved by the well known San Diego music critic, Bruno Ussher. An important resource on 20th century music and contemporary composers, the file is maintained as a historical reference source and is added to very selectively.
- ❖ **War Posters.** This collection includes a few hundred World War I and World War II posters, largely American, but including some British, French and Chinese. It is organized and indexed by illustrator and subject. Appropriate gifts are added as received.
- ❖ **Indexes.** Specific indexes are produced in-house and give access to the collection. They include: "Biography Index," "Craft Index," and the "Motion Picture Review File." The "Song Title Index" is in the state of transition to electronic format. Song titles in new collections are now added to the MARC record as index entries. Selected retrospective collections are also being added.
- ❖ **Picture File.** This is a major circulating collection with more than 500,000 items. Gift magazines, pamphlets, damaged books, calendars, etc. provide source material for this file. An effort is made to collect pictures on every subject for which there is, has been, or is likely to be a need. These would include material appropriate for students, teachers, artists,



costume and set designers, researchers and the press. Large sub-collections within the file are: Art, Costume, and Portraits.

- ❖ **Postcards.** Most gift postcards received in good condition are added to the file. Emphasis is on geographical scenes although other subjects are also represented, notably art reproductions.

History

The History Section acquires and maintains a collection of history, travel, biography, and geography materials. Subject strengths include biographies of national and international leaders, travel guides, World War I and II, and history of North America and the British Isles. The collection reflects the ethnic, age, and gender diversities of the community. Also considered are the wide range of interests and varying levels of education within the community. The collection does maintain materials of interest to the professional historian, as well as materials which support homework assignments of students from the junior high school level and above. The special collections within the History Section include:

- ❖ **Maps.** The collection includes state road maps and maps of American cities with populations greater than 50,000. A comprehensive collection of maps of California cities and towns is maintained. International maps include all foreign countries, and foreign cities with a country's top three population levels.
- ❖ **Atlases.** The History Section collects world atlases, both demographic and geographic, to cover the needs of non-geographic research. State and county atlases are systematically collected for California. Historical atlases of the world are collected as they supplement historical periods that are popular research areas. Students through college-level and independent researchers whose atlas needs are complementary to their basic research are served.

Literature and Languages

The Literature and Languages Section acquires and maintains a collection of literature, language, philosophy, psychology, religion, and bibliographic materials. Subject strengths include American literature (poetry and drama, in particular), the Bible, and literary criticism. The collection as a whole reflects the wide range of multi-cultural interests and varying levels of education in the community. Patrons served by this collection include the general reader, students, teachers, writers, researchers, book collectors and reviewers, lecturers, news media reporters, business people, and other professionals. The special collections within the Literature and Languages Section include:

- ❖ **Disabled Services.** The I CAN! Center serves persons with disabilities with both print and non-print collections. Books in large print are purchased for individuals who have difficulty reading normal print. Audiovisual materials, both designed for use by persons with disabilities and on the subject of disabilities, are acquired.
- ❖ **Foreign Language Collection.** This collection provides circulating materials in languages other than English to meet the business, recreational, and information needs of non-English or limited-English speakers. It also serves those individuals who are interested in the study of languages and those who prefer to read the literature of other countries in the original language. The following 23 languages are represented in the present collection: Arabic, Chinese, Danish, Dutch, Esperanto, French, German, Greek (ancient and modern), Hebrew,



Hungarian, Italian, Japanese, Latin, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, Tagalog, Vietnamese, and Yiddish. General interest periodicals in foreign languages are carried on a very selective basis because of their inordinate cost and relatively low demand.

- ❖ **Bacon-Shakespeare Collection.** This 112-volume non-circulating, uncataloged collection of materials on Shakespeare authorship and the Bacon-Shakespeare controversy was donated to the library by Dr. Frederick Hoffman and is retained as an historical collection. An author/title index is maintained in the section.
- ❖ **Reference Fiction Collection.** Section holdings include a 225-volume reference fiction collection of first edition 19th and early 20th-century novels.
- ❖ **Pulp Magazine.** A non-circulating pulp magazine collection, comprised of scattered issues of 60 titles dating from the 1900s to the 1930s, is maintained by the section and housed in a specially designated storage area of the general periodical collection. Several famous titles such as *Amazing Stories*, *Black Mask*, and *The Detective Mysteries* are represented. Titles will be added and/or replaced as appropriate gifts are received. A title index is maintained as part of the section's periodical holdings file.

Science

The Science Section acquires and maintains a collection of scientific and technical materials suitable for use by the general adult population. This audience has a wide range of interests and varying levels of education which is reflected in the collection as a whole. Subject strengths include automobiles and automotive repair, consumer health, and small business management. There is no intent to fill the information and reference needs of the professional, scientific, engineering, or high technology community. Special note is made of the Library's commitment to serve the business community; the Science Section implements that pledge in its business subject areas. Special Collections within the Science Section include:

- ❖ **Government Documents Collection.** The Science Section of San Diego Public Library is a depository for state and federal documents. As a major public library document collection in southern California, it exists to serve patrons having a wide variety of reference and research needs for information available in governmentally issued publications. Materials dealing with economic, legal, political, social, and technological issues are acquired, organized, and maintained. Although statistical data is needed by all segments of the community, special notice is taken of its value to business. Because of the age and depth of the collection as a whole, it serves an archival and historic role for Region V of the Library of California (San Diego, Imperial, Riverside, San Bernardino, and Inyo counties).

The Library has participated in the Patent and Trademark Depository Library Program since 1984. Its collection contains a substantial microfilm backfile of utility patents, as well as smaller holdings of design and plant patents. As a depository library, current utility, design, and plant patents are received. The Patent and Trademark Office has embarked on a project to supply all depositories with a complete patent backfile on DVD.

A complete file of the *Official Gazette: Patents* and the *Official Gazette: Trademarks* is owned and maintained. Access to the patent collection is through finding aids furnished by the U.S. Patent and Trademark Office and through CASSIS, its computerized database.



Section general funds are used to purchase reference and circulating copies of commercially published titles on patents and trademarks for the lay person.

The resources in this collection will be covered more comprehensively in the Plan of Service component for the Government Information service area.

- ❖ **Schematics.** *SAMS Photofacts* are retained in an archival collection and as a continuing subscription. *Rider's Manuals* are also kept for their historic value. As these are unique resources for the Region V service area, a duplicate gift copy is stored and future gifts will be accepted.
- ❖ **Standards.** Access to bibliographic and ordering information for standards is provided through the Library's Internet home page. The Library receives standards of selected professional organizations such as the Society of Automotive Engineers and the National Fire Protection Association. In addition, the Library maintains backfiles of selected construction codes.

Social Sciences

The Social Sciences Section acquires and maintains a balanced collection of popular and scholarly materials in all major areas of the social sciences for the use of the general adult population and concentrates on current reference materials for business development. Subject strengths include American politics, military science, commerce and transportation, customs and folklore, and social problems and services. The goal of the collection is to provide for the needs and interests of a diverse metropolitan citizenry. In the Social Sciences Section, specialized materials of interest only to the professional are generally excluded; complete coverage of subject fields is not attempted. The practical aspect of business is emphasized in the extensive business reference collection. These include information on the local, national and international level. Special collections within the Social Sciences include:

- ❖ **Annual Reports of Corporations.** The section formerly subscribed to a national microfiche annual report service and continues to retain the retrospective fiche sets from 1978 through 1997 and supplies current paper annual reports of approximately 700 major U.S. corporations.
- ❖ **Lundy and Crawford Real Estate Collection.** The real estate collection covers all aspects of the field, from real estate investment and finance and real estate practice, principles, and appraisal to real estate law. This collection (classified in these various locations) covers both residential and commercial real estate and targets both the real estate professional and the lay person. This substantive real estate collection began more than 25 years ago with a donation from the Lundy and Crawford Real Estate Education Foundation. Support from the Foundation continues to this day with a generous annual donation. Many of the materials are highly specialized and focus on professional and scholarly materials on real estate and land use. Holdings include popular guides, major directories for the real estate investor, developer, and manager, and publications such as those from the Urban Land Institute, providing statistical information needed to determine trends and to make informed decisions.
- ❖ **Business Reference.** The collection cuts across numerical lines to include practical information on all industries that will be useful to the business community. Current directories by geography and subject are selected and maintained. Statistical and demographic resources are also purchased for marketing and planning purposes. The



American Business Disk and the *General BusinessFile ASAP* in the online Infotrac® periodical collection support the collection.

- ❖ **College Catalogs.** The section subscribes to an online reference college catalog collection and retains retrospective microfiche sets for 1976-1995. The section also provides current paper catalogs of major California state colleges and universities and catalogs of all local institutions as a reference resource.
- ❖ **Job and Career Center.** Job Listings and opportunities from local companies are solicited and maintained in binders. Civil service announcements are maintained. Company job listings by category from larger cities are purchased. Employment periodicals are displayed.
 - ◆ *Career Exploration*--Encyclopedias and other reference materials on career planning are maintained.
 - ◆ *Vocational File*--Materials are largely purchased through subscription services. Items from the Vocational file circulate and are kept current by updates.
 - ◆ *Job Search Skills*--Reference books on interviewing techniques, resumes, and other skills needed to obtain a job are collected. A PC resume writing program is provided to assist patrons in the creation of resumes and cover letters.

Special Collections

The Special Collections of the Central Library include the San Diego Heritage Room, Genealogy Room, Newspaper Room, and Wangenheim Room.

San Diego Heritage Room

The San Diego Heritage Room collection includes reference and research material focusing on Southern California and the Baja California peninsula. Prior to the 1980s, the San Diego Heritage Room collection covered the entire state. In 1985, the decision was made to narrow the focus to Southern California (excluding detailed studies of the Los Angeles area) and to concentrate on serving as a major public library local history resource for the communities of San Diego and Imperial counties. Users of the San Diego Heritage Room include adult scholars, school children, researchers, and people from the business community. The special collections within the San Diego Heritage Room include:

- ❖ **Archival Material.** Archives are usually excluded from the San Diego Heritage Room collection and are in the government documents collection in the Science Department or the San Diego Historical Society collection. However, some early *Great Registers*, *Assessment Records*, and similar documents were transferred from other City departments or were acquired through gifts. Other archival material such as family and company papers may be accepted as gifts but are not actively sought.
- ❖ **Atlases and Maps.** Current and retrospective atlases and maps of Southern and Baja California are acquired with the exception of federal and state maps which are part of the government documents collection in the Science Section. Special subject maps, such as earthquakes and water resources, are cataloged if the subject is collected. Since the San Diego Heritage Room has been designated the official San Diego City source of street information, a current county street atlas and San Diego Fire-Rescue Department atlas are



acquired annually. Some sets of maps, such as the Sanborn fire maps, are supplemented with microfilm.

- ❖ **Audiovisual Materials.** Audio and video cassettes and CD-ROMs which record or interpret local historic events or periods are acquired. They may be loaned for a brief period of time since playback equipment is not available for public use in the Central Library.
- ❖ **Newspapers and Indexes.** Original local newspapers dating from 1851 are retained permanently; microfilm copies are available for general use. This collection is enhanced by an abstracted, highly detailed index of the *San Diego Union-Tribune* and its predecessors. The index covers San Diego and Imperial county subjects from 1851-1903 and 1930-1983 with a gap from 1904-1929. An online commercial index provides indexing, abstracting, and full-text from 1984 to the present.
- ❖ **Periodicals.** Appropriate regional and historical periodicals are selected and retained for the general adult reader and researchers. Publications which are local and substantive are retained. A number of publications are kept on a current issue only basis to provide information on local events and activities. In-house indexing of periodicals supplements printed indexes.
- ❖ **Pictorial Monographs.** Uniqueness and quality of illustration are evaluated in pictorial works, and these works are added if they reflect a feeling of the times. Each book is selected on a case by case basis. Duplication of the same illustration is avoided where possible.
- ❖ **Postcards.** Postcards of California and Baja California buildings and scenes, and postcard reproductions of California-related paintings depicting subjects like Father Serra and missions are acquired as gifts. These provide contemporary illustrations and will continue to be acquired as gifts only.
- ❖ **Programs.** Local theatrical, musical and some miscellaneous sports events programs are acquired as gifts.
- ❖ **Vertical Files.** Newspaper clippings which are not indexed, brochures, and similar material is evaluated on a continuing basis to maintain relevance. Promotional materials such as Southern California Chambers of Commerce publications are collected indiscriminately initially and are evaluated every five to 10 years to retain only key material. Non-current material is retained when considered valuable for historical or “period” perspective.

Genealogy Room

The Genealogy Room serves as a reference and research collection aiding those who wish to learn about the process of creating genealogies, and for those who wish to trace the histories of specific families. It functions as a major public library resource in this subject area for San Diego and Imperial counties. Its audience is primarily adult, although high school students doing research are welcome to use the materials. The scope of the collection is world-wide, though the bulk of the collection focuses on the United States. Approximately 33% of the collection is on indefinite loan from the San Diego Chapter of the Daughters of the American Revolution and concerns primarily those states which were the original thirteen colonies. The special collections and resources in the Genealogy Room include:

- ❖ **Census microfilm.** Census Microfilm for the State of California is acquired. Census microfilm for other states is acquired primarily by gift or grant monies. At present, 541 rolls



of microfilm partially cover the states. Interlibrary loan is utilized to permit access to all available census materials.

- ❖ **The Boston Transcript.** The Genealogy Room possesses a unique resource: the *Boston Transcript* scrapbooks and their accompanying card index. (Because of its fragility, an affordable method must be found to preserve this resource in a more durable form.)
- ❖ **Genealogy CD-ROMS.** The section has more than 100 CD-ROMs for genealogy. They range from African-American newspapers of the 19th century, Census records and indexes, to early vital records of counties in Massachusetts.

Newspaper Room

The Newspaper Room serves general adult readers and researchers of all ages. Newspapers from major North American cities represent broad geographical regions and are retained for a limited period. The permanently retained portion of the collection (major national and local newspapers) meets both recreational and resource needs. It is the general policy of the Newspaper Room to acquire microfilm editions of newspapers and their indexes for permanent retention for reference. Information which is available includes:

- ◆ Financial and legal information (to serve the business community)
- ◆ Regional viewpoints on major issues
- ◆ State of California news
- ◆ Major national and international coverage

The geographical scope of the non-permanent collection is almost entirely limited to the North American continent. Consideration is given to the holdings of the local academic libraries in both the selection and deselection processes. Special collections in the Newspaper Room include:

- ❖ **Index to the San Diego Union.** The index (1850-58; 1868-1903; 1930-1983) to the local news of San Diego and Imperial counties and Baja California, which appears in the *San Diego Union*, is available in the San Diego Heritage Room.
- ❖ **Archival copies of the San Diego Union-Tribune.** The Newspaper Room serves as the repository for archival copies of the *San Diego Union -Tribune* and its predecessors. The index to the local news articles in the *Union-Tribune* is maintained by the San Diego Heritage Room. Original copies of a number of other local titles are also part of the Newspaper Room collection.

Wangenheim Room

The Wangenheim Room acquires and maintains materials on the subjects of the development of the book and the history of printing, and to a lesser degree, the history of writing. These themes were the foci of Julius Wangenheim's library which formed the nucleus of the collection. The room was established through the bequest of Laura Klauber Wangenheim in memory of her husband for the cultural welfare of the citizens of San Diego. Although it has materials of interest to the scholar, the intent of the collection is not to establish an intensive resource for scholarly research but rather to bring to the general public an awareness of the heritage of the book. Materials of interest to all ages, cultures and ethnic groups are collected. The collection is representative rather than comprehensive. The intent is to provide examples that represent various stages in the development of the book either in period representation, format, or specific book arts



STAFFING REQUIREMENTS FOR THE SAN DIEGO MAIN LIBRARY

Staffing Positions

Figure 6 contains a summary of staffing requirements for the San Diego Main Library to carry out its plan of service. The figure is organized by the types of public services to be carried out by the Main Library.

Key Staff

While the *numbers* of positions in the San Diego Main Library tell an important part of the staffing story, it is also essential to consider the backgrounds and qualifications of the people who will be providing leadership for the operation of the Main Library. Following is a very brief overview of key staff:

Fran Bookheim, Supervisor, Social Science and Business Section

Fran Bookheim received a B.A. degree from The George Washington University where she majored in History. After completing her Teaching requirements at Montclair State College in New Jersey, Fran taught high school. She received her M.L.S. degree from the University of Maryland. Since then Fran has worked in a Naval Intelligence library, Nassau County Libraries, and Brooklyn Public Library. Fran was promoted to an Assistant Branch Manager in Brooklyn. She has worked in the San Diego Public since 1986, becoming the Supervisor of the Social Sciences and Business Reference Section in 1998. Supervision of the Computer Lab was added to her responsibilities in 2001.

Nora Brooks, Supervisor, Science and Industry/Government Publications Section

Nora Brooks is a graduate of Barnard College and University of Michigan (A.M.L.S.). She has professional experience as reference librarian in the New York City Municipal Reference Library, Associate Librarian at Educational Testing Service, Princeton, N.J., and reference librarian at the Serra Cooperative Library System. At the San Diego Public Library, Nora has served as substitute librarian at the University Community branch, librarian in the Social Sciences/Business Section, Central Library Sunday supervisor, Access Services Librarian, and is currently Supervisor, Science and Industry/Government Publications Section.

Bruce Johnson, Supervisor, Art, Music & Recreation Section

Bruce Johnson has served as branch manager at the Point Loma Branch Library, and as a reference librarian in the Science and Industry Section of the Central Library. Other positions have included Head of Reference and Assistant Director/Head of Public Services at the University of Wisconsin--Parkside Library (Kenosha, WI), Head Librarian, Gateway Technical College (Racine, WI), Head of Acquisitions and Collection Development, Kenosha Public Library (Kenosha, WI), Reference and Branch Librarian, Milwaukee Public Library (WI). He holds a B.A. degree in English and French from the University of Wisconsin—Parkside, and an MLS degree from the University of Wisconsin—Milwaukee.

Margaret Kazmer, Deputy Director, Central Library Division.

Margaret Kazmer has been the Deputy Director of the Central Library since August 2002. Previous positions she has held at the San Diego Public Library include being the Supervisor of the Art & Music, Literature, and History sections of the Central Library and Branch Manager of the



Tierrasanta and La Jolla branch libraries; Assistant to the Library Design and Development Manager; Supervising Librarian in Branch Libraries Division; and Supervising Librarian for Collection Management. She has a B.A. degree in History and Literature from the University of Detroit and an M.L.S. degree from the University of Michigan.

Dan Mottola, Human Resources Analyst

Dan Mottola has a B.A. degree in psychology with a minor degree in special populations from the State University of New York at Cortland and has completed the coursework for a master's degree in Industrial/Organizational Psychology from St. Mary's College in Moraga, CA. Dan has been a Human Resources Specialist for Marriott International in San Francisco, the Director of Human Resources for a social-entrepreneurial organization serving the disabled community in the San Francisco Bay Area, the Director of Human Resources for a 3-D animation studio, and the Human Resources Manager for The Home Depot in San Diego.

Jane Selvar, Supervisor, Special Collections

Jane received her B.A. degree from the University of Nebraska, her M.A. degree from Southern Illinois University, and her M.L.S. degree from Western Michigan University. At the White Plains Public Library, White Plains, N.Y., she served as Assistant Department Head, Reference and Information Services, for five years. Jane was at the Bronxville Public Library, Bronxville, N.Y. as Library Director for 15 years. She has been at the San Diego Public Library as Supervisor of the Special Collections Section since 1995. Jane has served as a member and chair of the American Library Association Notable Books Council. She also served on the American Library Association, Reference and Adult Services Section Annual Program Committee as Chair.

Ellen Sneberger, Supervising Librarian

Ellen Sneberger has a B.A. degree in biology and MLS degree from Indiana University. She has 33 years of professional library experience in special libraries (chemical research and publishing) and public libraries as a research librarian for the Serra Cooperative Library System; a reference librarian, the Literature and Languages section Supervisor, and a Supervising Librarian for Central Library Operations at San Diego Public Library).

Jean Stewart, Supervisor, Children's Room

Jean Stewart has worked in public libraries for 30 years - in England and the U.S. She has a M.L.S. degree from Loughborough University, Leicestershire, England (1971). Jean has worked at San Diego Public Library for 20 years in Youth Services. She has been the Supervisor of Youth Services for the San Diego Main Library, Children's Room for 18 years.

John Vanderby, Supervisor, Literature and Languages Section

John Vanderby has a B.A. degree from Calvin College and an M.A. degree from California State/Long Beach, both in English. His M.L.S. degree is from the University of Southern California. John taught at various levels from sixth grade, junior and senior high, to college while in graduate school. He spent a year in Europe and environs, mostly Berlin, studying German and music. At the San Diego Public Library, John has been a halftime substitute librarian at Central and a fulltime librarian in the Literature Section. He is now the section supervisor. From 1988 to 1992 John managed the East San Diego branch and supervised the pilot program for the Neighborhood Pride and Protection Program.



Lynn Whitehouse, Supervisor, History/Information and Interlibrary Loan Sections

Lynn Whitehouse is responsible for most of the adult cultural programming at the Central Library, and is the Library's liaison for the California Center for the Book. She is on the advisory board of the California History and Social Science Project at the University of California, San Diego. Lynn has received and managed grants from the National Endowment for the Humanities, National Science Foundation, National Video Resources, Alfred P. Sloan Foundation, Albertson's, Civic Collaborative of UCSD, the Smithsonian Institution, Modern Poetry Association, American Library association, the California State Library, and the California Council for the Humanities. Lynn has a B.A. degree in history and M.L.S. degree from Vanderbilt University, and a M.Ed degree in educational psychology from the University of Miami. In addition to working at Central Library, she has been a branch manager for intermediate and large branches.

Figure 6. Staffing requirements for San Diego Main Library

POSITION	CORE SERVICES	FORMAL LEARNING	YOUTH DEV	BASIC LITERACY	COMMONS	JOINT VENTURE	TOTAL
Deputy Director	1.0						1.0
Supv. Librarian		1.0					1.0
Security Coord.	1.0						1.0
IS Tech	2.0						2.0
Librarian IV	6.25	1.0				.75	8.0
Librarian III	3.0	2.0	1.0		2.0	1.0	9.0
Librarian II	7.0	4.0			1.0	11.0	23.0
Librarian I							
Library Asst.	23.5	3.5	1.5		1.0	1.5	31.0
Library Clerk	13.0	2.5	.5		1.0	2.0	19.0
Library Aide	22.5				1.0	6.5	30.0
Library Tech	1.0					1.0	2.0
Principal Clerk	1.0						1.0
Sr. Clerk	3.0						3.0
Clerical Asst.				1.0			1.0
Library Intern				.5		1.0	1.5
Student Intern						4.0	4.0
IS Analyst						1.0	1.0
Youth Dev. Lead			2.0				2.0
Youth Dev. Asst.			4.0				4.0
Literacy Admin.				1.0			1.0
Literacy Coord.				1.5			1.5
Admin. Aide				1.0			1.0
TOTAL	84.25	14.0	9.0	5.0	6.0	29.75	148



Extending Services with the Volunteer Program

In addition to the paid staff for the San Diego Main Library, volunteers will be a key component of public service in the Main Library. In fact, volunteers are essential to the operation and provision of services to patrons of the San Diego Public Library. They are used extensively throughout the Central and Branch libraries to supplement paid staff. Currently, the Central Library provides a wide variety of programs and services to the public; this tradition of volunteer service will be extended to the Main Library. Providing volunteer opportunities enables many citizens to give back to the community and to work actively in our local government. Our volunteer opportunities have also provided a venue for individuals to demonstrate their workability and to be assessed for re-entry into the work force.

The distinction of being rated the most efficient library department in the State of California is a remarkable feat, especially when the San Diego Public Library has labored under less than ideal funding. The question of how the Library has been able to achieve this efficiency is answered, in part, by the faithful service of dedicated volunteers. During fiscal year 2002, 5,275 volunteers contributed more than 120,500 hours of their valuable time to the San Diego Public Library. Using the Points of Light Foundation's value of \$16.34 per hour, this represents a savings to the City of San Diego of \$1,968,970! More than 2,950 of these hours were contributed at the Central Library by 45 volunteers. During the first six months of fiscal year 2003, the number of volunteers at the Central Library has increased to 61 with a nearly 30% increase in volunteer hours (1,918.5 for six months).

Volunteers perform a wide variety of tasks which free library staff to perform specialized librarian and clerical duties and enable staff to provide enhanced quality customer service to patrons. Some of these volunteer tasks are centralized at the Central Library. They are completed for all 34 branches and several sections in the Central Library.

Volunteers enable the Library to keep books and other library materials available and accessible to library patrons by:

- ❖ affixing identifying library markings and anti-theft products to new library materials
- ❖ repairing damaged items
- ❖ replacing damaged and missing covers and jackets
- ❖ processing new materials
- ❖ cleaning and shelving new and returned materials
- ❖ unpacking, sorting, and repacking thousands of totes of library materials for distribution to branch libraries and Central Library departments
- ❖ delivering library materials to homebound patrons
- ❖ teaching library patrons to use computers, including specialized library databases
- ❖ writing annotations for new titles
- ❖ preserving rare books
- ❖ developing research aids for patron use



- ❖ indexing historical documents
- ❖ preserving historical documents

Other services performed by volunteers include:

- ❖ raising money through book sales which is contributed to the Matching Book and Equipment Funds
- ❖ assisting patrons with genealogy research
- ❖ tutoring students
- ❖ teaching adults to read
- ❖ caring for plants
- ❖ conducting tours of our rare books and fine arts collection
- ❖ preparing materials for arts and crafts activities
- ❖ interviewing matching, and in-processing new volunteers
- ❖ setting up/taking down for free concerts and art exhibitions, including providing assistance to musicians and artists
- ❖ conducting free bankruptcy seminars and hosting a Law Day
- ❖ providing free assistance/instruction on Patents/Trade Marks, and clerical services

Since the Library established a Volunteer Coordinator position, assessments have been made that identified where the Library could most effectively utilize volunteers. This has resulted in the creation of new volunteer positions, and increases in the number of volunteers as well as in the numbers of hours they are contributing. The person in the position of Volunteer Coordinator provides management and direction to the volunteer program for the entire system of 35 library locations. Best volunteer management practices are identified and implemented as appropriate. Certain volunteer training is conducted at the Central Library for all branch libraries. Specifically, simple book mending techniques must be consistent in the event an item requires more extensive repair which is done only at the Central Library. Plans are under development for more formal volunteer orientation to be conducted in each of our three areas due to the inconveniences volunteers would encounter when traveling to downtown San Diego.

The volunteer program has enhanced the visibility of the Library in a very positive light in the community. Recruitment of volunteers through participation in volunteer fairs and other outreach activities throughout the community has increased. Recognition of our volunteers for their outstanding service is of paramount importance. More local companies are contributing products to our volunteer program. We have enjoyed exposure in local media, as well as on the Governor's web site.

We expect the implementation of our new Teen Center and Youth Development programs to significantly increase the use of teen volunteers. These volunteers will shelve materials, retrieve requested materials for patrons and reference staff, staff summer reading and year-round reading programs, outreach to community centers and schools including volunteer fairs, assist with storytimes, create and administer surveys to identify library services desired by teens, develop



program flyers, booklists, and bookmarks, write newsletter, create craft programs for young teens and older children, create artwork and library displays, assist students with homework, assist patrons with on-line access, and maintain the Teen Center.

Despite the increasing use of volunteers, many library services are still lacking because of staff shortages. Also, several librarians have expressed a need for volunteers for certain tasks, but are unable to “hire” them due to lack of work space and available computers. For example, The Central Library is a repository for a collection comprised of city, county, state, and federal government documents. Entering these documents so they will be available for patrons to use is very involved. Three volunteers in this section would be adequate for this volunteer position, but the section is able to accommodate only one.

In the Main Library, two things will happen with the volunteer program. First, the number of volunteers utilized in the different sections will increase; and two, the use of volunteers will expand to include, but not be limited to, the following:

- ❖ general library tours
- ❖ youth development programs
- ❖ preservation of records
- ❖ volunteer management
- ❖ free tax preparation assistance
- ❖ collection maintenance

Everyone in the local community and throughout the City of San Diego benefits from a strong and growing volunteer program.



HOURS OF SERVICE FOR THE SAN DIEGO MAIN LIBRARY

The Request for Proposals requires applicants to submit information about staffing and hours of service. Staffing for all public service aspects of the San Diego Main Library is summarized in a later section of this proposal (See **STAFFING NEEDS FOR THE SAN DIEGO MAIN LIBRARY**) below.

The Hours of Service for the San Diego Main Library are expected to be as follows:

10:00 a.m. to 9:00 p.m.	Monday through Thursday
9:30 a.m. to 5:30 p.m.	Friday and Saturday
1:00 p.m. to 5:00 p.m.	Sunday



PUBLIC ART IN THE SAN DIEGO MAIN LIBRARY

Artist Selection Process

While not included as a separate type of service by the Public Library Association, the presentation of public art in the San Diego Main Library will in fact constitute a public service to the citizens of San Diego. The opportunity to create a tangible and lasting artistic legacy exists with the creation of San Diego's Main Library. Through a rigorous process the San Diego Public Library has attracted some of America's leading artists to complement the Main Library's extraordinary architecture. A library by definition is about the accumulation of knowledge, access to information and freedom of expression. The inclusion of art in San Diego's new main library will expand on these values, extend the viewer's experience and serve as a touchstone for creative thought.

The involvement of nine nationally and internationally renown artists in the design development of San Diego's Main Library began in May 2002 with an "Open Call to Artists" to submit applications for the opportunity to create new work, with a budget of up to \$1 million. The City of San Diego Commission for Arts and Culture's outreach efforts, which ultimately reached more than 10,000 artists, yielded 341 applications. The applications were prescreened for eligibility and 195 were forwarded to the Artist Selection Panel for the First Phase Review.

For the First Phase Review, a highly distinguished Artist Selection Panel was assembled that included Mary L. Beebe, Hugh M. Davies, Jeffery Laudenslager, Martin Poirer, Rob Wellington Quigley, and Iris Strauss. (Biographical information for the panel follows.)

Nine artists were shortlisted by the Artist Selection Panel in the First Phase Review: Ingrid Calame, the team of Jamex and Einar de la Torre, Gary Hill, Jim Isermann, Donald Lipski, Roy McMakin, Gail Roberts, Therman Statom, and Mel Ziegler. These nine artists were invited to attend an interview with the Artist Selection Panel for the Second Phase Review. Two new panelists, Susan Lew, Library Commissioner and Anna Tatár, Director of the City of San Diego Public Library (non-voting technical advisor) were added to the panel for this phase. The City of San Diego Commission for Arts and Culture is also advising the Artist Selection Panel.

As a result of the interviews in the Second Phase Review, the panelists agreed that all nine artists should participate in the development of artwork for the New Main Library, budget and timelines permitting. However, the panel recommended phasing the artists' involvement so that six of the nine artists (Ingrid Calame, Einar and Jamex de la Torre, Gary Hill, Donald Lipski, Roy McMakin, and Mel Ziegler) are retained for the early conceptualization phase while the other three remain available for later involvement.

The creation and installation of the chosen artwork will be chronicled by the City of San Diego's television, City TV 24, for a future TV program available to the public.

The Artist Selection Panel

Mary L. Beebe. As the director of the Stuart Collection since its founding in 1981 at the University of California, San Diego, Mary L. Beebe oversees the commissioning and development of site-specific sculpture projects throughout the campus. The Stuart Collection is internationally-recognized for its experimental and challenging public sculpture projects. Previously Beebe served



nine years as the director of the Portland Center for Visual Arts. Beebe's prior experience includes positions at Harvard University's Fogg Museum, the Museum of Fine Arts, Boston, and the Museum of Art in Portland.

Hugh M. Davies. In 1983, Hugh M. Davies was appointed director of what was then called the La Jolla Museum of Contemporary Art. He is now the David C. Copley Director of the renamed Museum of Contemporary Art San Diego. Davies received his A.B., M.F.A., and Ph.D. from the Department of Art and Archaeology at Princeton University. One of six co-curators responsible for organizing the Biennial 2000 at New York's Whitney Museum of Art, Davies has written or contributed to numerous books and exhibition catalogs and is recognized internationally as a scholar in the field of contemporary and modern art.

Jeffery Laudenslager. San Diego-based sculptor Jeffery Laudenslager creates large scale works made with metals, mostly stainless steel and titanium. His work can be found in the collections of the San Diego International Airport, the Wolfstein Sculpture Park at Scripps Memorial Hospital La Jolla, the Laguna Museum of Art, and the Frederick R. Weisman Museum of Art at the University of Minnesota. Laudenslager's work has been collected privately in Germany, France, Switzerland, England, South Korea and Taiwan. In 2000, Laudenslager received the Orchid Award for Fine Art from the American Institute of Architects, San Diego chapter.

Susan Lew. Susan Lew is the founder and president of the real estate firm S. Lew & Associates. She presently serves on the Board of Library Commissioners for the City of San Diego and recently completed seven years serving on the San Diego Unified Port Commission. Lew also sits on the Advisory Board for the University of California, San Diego Graduate School of International Relations and Pacific Studies, the Advisory Board for the Asian Business Association, and the Advisory Board of the Nature Conservancy. She was awarded Citizen Diplomat of the Year in 1997 by the International Visitor Council; the AT&T International Business Leadership Award in 1998 by the World Trade Center; and the Humanitarian of the Year Award from the National Conference of Community and Justice in 2000.

Martin Poirier. Landscape architect and principal of Spurlock Poirier since 1990, Martin Poirier received a master of landscape architecture from Harvard University. In addition to his involvement in the redevelopment of San Diego's North Embarcadero, Poirier directed his firm's site design for the Campus at Playa Vista in Los Angeles, the Balboa Park Activity Center in San Diego, and a series of acclaimed housing projects. He serves on the City of San Diego's Tree Advisory Board and has taught at the Woodbury University School of Architecture since 1999. Poirier received the KGTV Channel 10 Leadership Award for "putting children first everyday" with his annual volunteer work to teach Landscape Architecture to children, and he received the Allied Profession Award from the American Institute of Architects, San Diego chapter, for his dedication to improving the standing of design professionals in the community.

Rob Wellington Quigley. Rob Wellington Quigley, architect for the new Main Library, founded his own architecture firm in 1974 and has earned more than 60 awards for design excellence from the American Institute of Architects. Quigley was appointed the first adjunct professor to the New School of Architecture at the University of California, San Diego, and has also been a visiting design professor at Harvard University's School of Design; the University of Texas, Austin; and the



University of California, Berkeley. Quigley's work is regularly featured in local, national, and international publications.

Iris Strauss. Iris Strauss is a member of the City of San Diego Commission for Arts and Culture. Strauss also serves as the chair of the Commission's Public Art Committee, which is responsible for advising the Commission on public art policies and procedures as well as issues pertaining to art in public places. Strauss is president of the San Diego Opera Board of Directors and is actively affiliated with the Museum of Contemporary Art, San Diego and the San Diego Center for Jewish Culture. In 1996, Strauss was honored by California Women in Government in the field of arts and media, and, in 1997, the Salvation Army named her a Woman of Dedication.

The Shortlisted Artists

Ingrid Calame. Born in New York City, Ingrid Calame lives and works in Los Angeles. She earned her bachelor's degree in fine arts from the State University of New York at Purchase and earned her master's in fine arts in Art and Film from the California Institute of the Arts in Valencia. Calame's paintings are derived from the transfer of stains traced from the streets of New York City, Las Vegas, and Los Angeles onto walls and other surfaces. Calame's work has been featured in numerous one person and group exhibitions including the Whitney Biennial 2000. Calame has created commissioned works for the trading floor of the New York Stock Exchange, for the Hammer Museum at UCLA and for Deitch Projects in New York. Calame's work can be found in the collections of the Los Angeles Museum of Contemporary Art; the Museum of Modern Art, New York; the Whitney Museum of American Art, New York; and American Express.

Jamex and Einar de la Torre. Brothers Jamex and Einar de la Torre were born in Guadalajara, Mexico, moved to California in 1972 and presently live and work in both Ensenada, Mexico and San Diego. The de la Torre brothers both attended California State University, Long Beach and the Pilchuck School of Glass. As owners of a flame-worked glass figure business since 1981, the de la Torre brothers have emerged as noteworthy guest artists and teachers at such institutions as Public Glass, San Francisco; Pilchuck School of Glass, Seattle; Urbanglass, Brooklyn; University of California, Los Angeles; University of Illinois, Champaign; and the California Center for Arts and Crafts, Oakland. Work by the de la Torre brothers can be found in the collections of Arizona State University; the Museum of Contemporary Art, San Diego; the Kanazu Museum in Japan; the University of Southern California; the Tucson Museum of Art and the private collections of Cheech Marin, Elton John, Terry McMillan, Sandra Cisneros, and Quincy Troupe.

Gary Hill. Gary Hill was born in Santa Monica and currently lives and works in Seattle. Originally a sculptor, Hill began working with sound and video in the early 1970s, and has produced a large body of both single-channel video works and mixed media installations. His video, installation and performance work has been presented at museums and institutions throughout the world, including solo exhibitions at the Museum of Modern Art, New York; Musée National d'Art Moderne, Centre Georges Pompidou, Paris; Guggenheim Museum SoHo, New York City; Watari Museum of Contemporary Art, Tokyo; and Kunstmuseum Wolfsburg, among others. Hill has received Fellowships from the National Endowment for the Arts, and the Rockefeller and Guggenheim Foundations, and has been the recipient of numerous awards and honors, most notably the Leone d'Oro prize for sculpture at the Venice Biennale in 1995, and a John D. and Catherine T. MacArthur Foundation "Genius" grant in 1998.



Jim Isermann. Jim Isermann was born in Kenosha, Wis., and lives and works in Palm Springs. He earned his bachelor's degree in fine arts from the University of Wisconsin, and his master's in fine arts from the California Institute of the Arts. Isermann typically uses common household materials to handcraft his custom furniture, rugs, weavings, quilts and stained glass, incorporating vibrant patterns and materials. He has been the recipient of various grants including two from the National Endowment for the Arts. Isermann also received a California Community Foundation J.P. Getty Fellowship for the Visual Arts in 1999. Isermann's most recent exhibition is in the UCLA's Hammer Museum, running from summer 2002 through spring 2003.

Donald Lipski. Born in Chicago, Donald Lipski now resides in Sag Harbor, N.Y. Lipski is known for his poetic combinations and alterations of objects. His work has been shown in galleries and museums around the world since his solo exhibition at the Museum of Modern Art in New York City 24 years ago. His work is in the collections of major museums, including the Museum of Contemporary Art, San Diego. He is the recipient of many grants and awards, including three National Endowment for the Arts Awards, the Guggenheim Fellowship, the Academy Award of the American Academy of Arts and Letters. In 2000, he was winner of the Rome Prize of the American Academy in Rome. Lipski has also created many permanent works including those at New York City's Grand Central Terminal, Kansas City's Avenue of the Arts, Denver's Main Public Library, and is currently working on major sculptures for the Miami International Airport and the new Washington D.C convention center, as well as a fountain for the City of Austin, Texas.

Roy McMakin. Born in Lander, Wyo., Roy McMakin now lives and works in Seattle. McMakin earned both his bachelor's and master's degrees in fine arts from UCSD. As president and principal designer of Domestic Furniture, Big Leaf Manufacturing and Domestic Architecture, McMakin designs and produces custom furniture, interior designs and architecture. He designed the furniture for the J. Paul Getty Museum offices and for the offices and public spaces of the Museum of Contemporary Art, San Diego. McMakin's artwork combines sculpture, painting and furniture as his career combines furniture design, conceptual art and sculpture. A one-person exhibition was presented at the Seattle Art Museum in 1999 and a retrospective of his work "A Door Meant As Adornment: Roy McMakin Career Retrospective" opened in March 2003 at the Museum of Contemporary Art, Los Angeles and later travels to the Henry Art Gallery at the University of Washington in Seattle. His work has been featured in many national publications.

Gail Roberts. Born in Minneola, N.Y., Gail Roberts earned both her bachelor's degree in fine arts and master's degree in art from the University of New Mexico, and now lives in Valley Center, Calif. The natural themes portrayed in Roberts' oil paintings and mixed media pieces are inspired by her daily observations of nature and ever changing cycles of life around her. Roberts is currently a professor in the School of Art, Design, and Art History at San Diego State University. Roberts received the 1988 NEA/City/Combo Individual Fellowship and a California Arts Council Fellowship. Her most recent public art projects include a commission from the San Diego Unified Port District and the Lux Art Institute. Additional projects have been commissioned by the City of San Diego Commission for Arts and Culture, the San Diego Museum of Art, and the City of Chicago Department of Cultural Affairs.



Therman Statom. Born in Winter Park, Fla., Therman Statom now lives and works in Escondido, Calif. He attended the Pilchuck School of Glass, received his bachelor's degree in fine arts from the Rhode Island School of Design, and earned his master's in fine arts from Pratt Institute. Statom has earned a reputation in the glass medium as an innovator in material, process, and form. He was among the first glass artists to create room-sized installations. Statom has twice received National Endowment for the Arts Fellowships (1982, 1988), received a Brody Arts Foundation Arts Fellowship (1985), a City of Los Angeles Cultural Grant Award (1997-98), and most recently in 1999, an American Craft Council Award.

Mel Ziegler. Born in Campbelltown, Pa., Mel Ziegler now lives and works in Austin, Texas. Ziegler received his bachelor's degree in fine arts from the Kansas City Art Institute and his master's in fine arts from the California Institute of the Arts. Ziegler is currently the Assistant Professor in Sculpture at the University of Texas, Austin and has been a visiting lecturer at the Boston Museum of Fine Arts School; the University of California, Los Angeles; and the University of North Carolina, Chapel Hill among others. Ziegler received a Louis Comfort Tiffany Award in 1986, a New York Foundation of the Arts Fellowship in 1988 and National Endowment for the Arts Individual Artist Awards in 1989 and 1993. He was included in the 1989 Whitney Biennial. Ziegler's work includes the Downtown Seattle Transit art project, "Wall of Words" at the Harold Washington Library Center in Chicago, and "Come and Go," a project commissioned for the 20th anniversary exhibition, "Spaces," in Cleveland.



JURISDICTION-WIDE SERVICE

The overall plan of service for the San Diego Public Library jurisdiction is guided by a ***Strategic Plan*** developed by the Library. The plan, called “*Into the Third Millennium*” was the culmination of more than a year’s work. Much of the year was spent consulting with members of the San Diego community, listening to their input and refining the plan to reflect their thoughts.

Three major goals emerged from the strategic planning process:

- ❖ Strengthening library collections and making them more responsive to San Diegans.
- ❖ Exploiting technology to benefit all citizens in San Diego.
- ❖ Constructing library buildings that provide welcoming environments.

The Library Plan of Service set forth in this proposal for the San Diego Main Library is clearly and strongly consistent with and supportive of the overall jurisdiction-wide plan of service as articulated in the Strategic Plan. Several additional observations might be made about the relationship of the Main Library Plan of Service to overall jurisdiction-wide considerations.

The San Diego Main Library plays a multi-faceted role in the library jurisdiction and serves in the following capacities:

- ❖ The Main Library serves as the primary home or neighborhood library for a segment of the City of San Diego, in a manner similar to the way a branch library serves its neighborhood.
- ❖ The Main Library provides the centralized operating system for 34 diverse branch libraries that comprise the San Diego Public Library system, which covers a geographic area of approximately 342 square miles.
- ❖ The Main Library serves as a major resource library for the San Diego region and beyond. Its resources include the largest government document collection and the only patent depository south of Los Angeles which support and supplement the school, university and special libraries in the area.
- ❖ The Main Library serves as the research center for the Serra Cooperative Library System. The research center utilizes the collection to provide reference and interlibrary loan services to libraries in Region V of the Library of California, a multitype library network which encompasses San Diego, Imperial, Riverside, San Bernardino, and Inyo counties.

As a branch or neighborhood library, the Main Library provides collection, programming, reference, literacy, and other services to a specific section of the City of San Diego. More than 700,000 patrons visit what is now the Central Library each year. Not all of those patrons, of course, are from the immediate neighborhood, but a substantial percentage of the patrons are “regulars” from the neighborhoods surrounding the Main Library. The numbers of patrons visiting the new Main Library as their neighborhood are likely to increase as a significant amount of new housing is constructed in downtown San Diego.

A main library is where one finds in-depth subject expertise, and where the staff and resources are provided for specific subject areas such as business, science, art, music and literature. Its subject specialists are responsible for developing comprehensive collections for the entire library system.



San Diego's Central Library currently contains more than a half-million unique titles, and holds the current and retrospective collections that are too costly to reproduce at each branch library.

The ability of the branch libraries to serve their communities depends upon the strength and viability of a Main Library, which serves a unique purpose as the core of the library system. Branch libraries strive to meet the unique needs of the individual communities they serve. Branches collect books and other materials which tend to turn over in five or 10 years, while the Main Library collects both in-depth current and retrospective materials. The Main Library's collection, extensive and archival in nature, is seen as serving as the collective memory of the community. When branch librarians encounter questions or requests for books which the branch itself does not hold, they draw on the resources of the central library. Professional librarians at the Main Library provide subject expertise and collection development support to the branch libraries as needed.

The Main Library handles much of the ordering of new resources on behalf of the branch libraries. Each year, the Main Library processes and ships more than 200,000 books and other materials to the branches.

Through cooperative agreements and interlibrary loans, the Main Library also provides resources to libraries outside the San Diego Public Library system. Reference questions from throughout San Diego County and, indeed, well beyond the County, come to the Main Library as a recognized major repository of materials. The reference questions posed to the Serra Cooperative Library System and the Tierra del Sol library system are addressed by staff housed at the Main Library.

While there are many excellent libraries in colleges and universities in the San Diego region, the Main Library of the San Diego Public Library serves as the major public library resource in the region.



PLAN OF SERVICE EXECUTIVE SUMMARY: TECHNOLOGY

In a 2003 survey conducted by the San Diego Public Library of citizens in San Diego, nearly 80% of the more than 1,000 people completing the survey agreed or strongly agreed with the statement, “The Main Library should help individuals become familiar with computers and other ways of finding information.” Of 14 possible service areas the Main Library could provide, one service area stood at the top of several groups’ wish list: “The Main Library should help individuals become familiar with computers and other ways of finding information.” It is evident that San Diego residents strongly desire and expect their Main Library to provide access to technology and the tools of technology needed to find information in today’s world. It is also clear that San Diego as a community has not resolved its own Digital Divide;

The San Diego Public Library system has for some years recognized the importance of integrating electronic technologies into both its collections and its services for patrons. The need for such integration has been addressed throughout the Plan of Service for the Main Library. Several aspects of technology applications are outlined in the Plan of Service.

Technology Resources in the Central Library That will be Extended to the Main Library

Technologies are used extensively in the current Central Library, although their use is restricted because of space and infrastructure limitations. Technology applications that will be extended to and expanded in the Main Library include:

- ❖ Capabilities for users to conduct seamless searches of global resources using a universal interface. The Library is currently addressing this need through a procurement process for a Next Generation Integrated Library System. The system should feature a centralized public access Web Portal for use by the public, available through the City’s web site and home page that will be the San Diego Public Library’s unifying public access interface and point of access to the dynamic variety of online electronic resources that are available in the Library environment.
- ❖ Subscription databases currently available from the Library web site. These database make available to all patrons thousands of journal articles in both English and Spanish, full text newspapers dating to 1851, and full text e-books through the Library’s subscription to netLibrary. The San Diego Public Library has purchased a collection of e-Books through netLibrary that are available to the public through the Library’s online public access catalog. These electronic resources will be supplemented by the Library’s own digital collection, and with a growing number of electronic databases that will be available at the time the new Main Library opens.

Technology to Support Patron Use

- ❖ The Library and the San Diego Unified School District will mesh or intertwine their resource catalogs, in ways that will facilitate searching for information from either agency. Initially, this intertwining will involve placing links to the respective electronic catalogs from one agency to the other.
- ❖ The Library and the District will explore the uses of various forms of telecommunications to make it possible for students in District schools to join electronic events originating at the public library.
- ❖ The Library and the District will consider leasing together electronic databases that would be of value to students and Library patrons.
- ❖ The Library will provide access to Internet-connected computers for students beyond school closing time.
- ❖ Technology will prepare students for skills they will need in their chosen careers.



- ❖ The Main Library will acquire (lease) and use technology-based resources in its basic literacy programs.
- ❖ A primary use of technology will be to provide access to electronic databases on a myriad of topics pertaining to business and careers.
- ❖ The Library will provide access to a comprehensive database of community resources.
- ❖ Technology will be used to capture local cultural events and attractions, and make those records available electronically on the web to any user interested in the subject matter.
- ❖ Through the use of technologies, Library patrons can gain access to the most current information on almost any topic.
- ❖ Technology is rapidly becoming the only means whereby citizens can access materials created by their government.
- ❖ The Main Library will use information kiosks to contain and display a great deal of general information for patrons.
- ❖ Electronic databases will increasingly hold historical and genealogical information.
- ❖ The Main Library will provide access to the growing legion of online learning courses and modules.

Technological Characteristics

The technology system in the San Diego Main Library will adhere to the following standards collectively referred to as REMnet (Reliable, Expandable, Manageable network):

- ❖ Certified category 5e, category 6 or the most current IEEE standard will be used for horizontal wiring to all network jacks.
- ❖ Enterprise class Cisco switching equipment in all data/voice closets.
- ❖ At least one data/voice termination closet on each floor of the building.
- ❖ All intermediate voice/data closets will be connected to the backbone closet via fiber optic cable.
- ❖ Wireless connectivity for library visitors and staff will be based upon the IEEE 802.1x standard.
- ❖ Dynamic Host Configuration Protocol will be used to assign TCP/IP addresses to all wired and wireless devices accessing the data network
- ❖ All computers throughout the library will include low energy consuming and space saving LCD flat panel monitors. The public computers will include Internet Explorer, Microsoft Word, Excel, and PowerPoint, or other similar software applications prevalent in the marketplace.

Special Technology Initiatives

Special technology initiatives to be pursued by the San Diego Main Library include: A Collaborative to Address the Digital Divide in San Diego; Technologies for Persons with Disabilities; and the Inventing the Future Laboratory.

Technology in Support of Library Operations

In designing the San Diego Main Library, the City will participate in the Leadership in Energy and Environmental Design (LEED) program, to follow design and construction practices that significantly reduce or eliminate the negative impact on the environment. The Library will also use technologies for security for staff and the public; self check in and out systems; Radio Frequency Identification Tags; and Tech Logic for processing.



INTEGRATION OF ELECTRONIC TECHNOLOGIES

The Need for Technology Expressed in the Community Needs Assessment

The needs assessment undertaken as part of planning for the new San Diego Main Library revealed a strong desire for the facility to offer extensive access to technology. Across gender, ethnic affiliation and role, people want the Main Library to provide access to computers and electronic resources.

The importance of the public library in providing access to technology, and the Internet in particular, is supported by other research studies. In 2000, the Godbe Research Group interviewed 1,600 individuals in San Diego. The group's findings/conclusions included:

- ❖ 17% of those who do not have computers in their home gain access to electronic resources through their local libraries.
- ❖ 44% of those who access the City of San Diego web site do so to gain access to the San Diego Public Library's web pages and online services.

In February 2001, the San Diego Regional Technology Alliance (RTA) released an important study entitled "Mapping a Future for Digital Connections: A Study of the Digital Divide in San Diego County." The following is a synopsis of key aspects of the report related to the City of San Diego.

The purpose of the study was to examine the state of San Diego's digital divide. The study conducted a comprehensive survey of 1,000 county residents, querying them on computer ownership, computer use, and various demographic profiles. A statistician analyzed the data to understand the impacts of various factors. This quantitative analysis was supplemented by interviews of those impacted by the divide. In its survey and analysis, the RTA reported the following:

- ❖ Of 30 occupations surveyed at 450 employers during the summer of 2000, 80% had computer software requirements.
- ❖ Wealthy households are twice as likely to own computers as low-income households.
- ❖ Hispanic and African-American households are twice as likely to not own computers as Caucasian and Asian households.
- ❖ Although an increase in household income appears to eliminate the digital divide for African-Americans, it appears to have less impact on the Hispanic population. Even though Hispanics make up 25% of the population, they represent 42% of the unwired population. Finally, two-thirds of Hispanics believed that people rely too much on technology, and one-third without computers do not have them because they do not know how to use them.
- ❖ Cost was the number one reason why African-Americans and Hispanics did not purchase computers or access the Internet from home.
- ❖ For those with a high school education or less, education level was found to be more significant than ethnicity in determining home computer ownership.
- ❖ 81% of Asians and 80% of Caucasians own computers, while only 59% of African-Americans and 52% of Hispanics own computers. 74% of Caucasians and 72% of Asians access the Internet at home, but only 52% of African-Americans and 41% of Hispanics access the Internet at home.



- ❖ Communities with computers and community resources can help. For those who were totally detached (they neither owned a computer nor accessed the Internet outside their home), ethnicity, income, and education level were less significant than the fact that few people they knew use computers. Of all ethnic groups, African-Americans are the most likely to use community centers to access the Internet, and of communities that do not own computers, Hispanics (31%) are the most likely to use the Internet outside their home. Furthermore, those without home Internet access were more likely to use public libraries (22% vs. 15%) than those with home Internet access.

The RTA report recommends general strategies to bridge the digital divide, especially the support of programs to enhance access through community access centers and programs for schools and libraries and educational programs to enhance readiness to use the Internet and the information resources it offers.

Technology Planning

At the San Diego Public Library, technology planning is an ongoing process. During the year 2000, a *Strategic Plan for the San Diego Public Library* was developed. As stated in the Needs Assessment, the Plan grew out of many conversations with members of the San Diego community and with Library staff – conversations critically important in developing the Plan's three components: a statement of values, a vision for the Library, and a set of major goals that will take the Library into the third millennium at a level of excellence that the citizens of San Diego deserve:

- ❖ Goal One: Collections – Make the Library's collections – both traditional and electronic – fully responsive to community needs.
- ❖ Goal Two: Information Technology. Move library technology to state-of-the-art levels.
- ❖ Goal Three: Buildings – Construct library buildings that are a source of pride for all San Diegans.

Each of these goals acknowledges the importance of electronic technologies.

Following the strategic planning process, the Library conducted a separate *Information Technology Strategic Planning Process* with RMG Consultants, Inc. (RMG, 2002) from September 2001 through the second quarter of 2002, to comprehensively address Goal Two: Information Technology (IT). The resulting report contains the following *Technology Strategic Goals for the Library in the First Decade of the 21st Century*:

- ❖ Enhance and maintain the Library's Information Infrastructure.
- ❖ Maximize customers' access to analog (print-form) information resources.
- ❖ Maximize customers' access to digital information resources.
- ❖ Coordinate acquisitions of analog and digital materials for children and teens.
- ❖ Create and maintain learning environments in library locations.
- ❖ Develop the organizational and human resources required to support the library in the 21st century.
- ❖ Establish strategic partnerships in education with schools, colleges, and universities.



For each of these goals, objectives, implementation strategies, and performance measures are identified. Implementation strategies include technology-based programs of services: e.g., for children, for teens, providing schools with Internet-based access to Library collections.

The technology strategic plan also prescribed:

- ❖ Priorities and budgets for various technology implementation projects
- ❖ The formation and development of a Technology Board consisting of representatives from throughout the organization that meets monthly or as needed:
 - ◆ To review, recommend, and coordinate the Library's use of technology.
 - ◆ To set the vision for library services, and provision of both analog and digital content to customers.
 - ◆ To make recommendations to the Library Director on the Library's Information Technology budget and resource allocation.
 - ◆ To review and update the *Information Technology Strategic Plan* on an annual basis, to produce each year a one-year technology implementation plan for the next fiscal year, and a three-year plan that projects technology priorities, implementation projects, and budgets for the two years after that.

A Technology Board has now been implemented to conduct ongoing technology prioritization, and planning. This “Best Practices” approach to organization and methodologies for technology planning has positioned the Library to deal more effectively with continuous planning, construction, and equipping of new branches and ongoing preparations for new Main Library.

During the last five years there has been significant technology planning for both the new Main Library and the entire San Diego Public Library system, including the current Central Library. The long-term nature of the Main Library project has required interim renovation and technology enhancement for the current Central Library that has been addressed in the 2002 *Information Technology Strategic Plan*.

The Library Plan of Service described in this document assumes that the Main Library will have a robust technology environment that will permit staff and patrons to achieve their learning and information goals. The new Main Library will be the most technologically advanced library in the country with hundreds of terminals linking people to resources all over the world. The following section of this proposal describes how appropriate information technologies will address the needs identified in the Community Library Needs Assessment, and the subsequent plan of service developed in response to those community needs.

The San Diego Public Library system has for some years recognized the importance of integrating electronic technologies into both its collections and its services for patrons. The need for such integration has been addressed throughout this Plan of Service for the Main Library. This section of the proposal focuses on several aspects of the integration of technologies into the Main Library.

- ❖ Technology resources in the Central Library that will be extended to the Main Library:
- ❖ Technology to support patron needs.



- ❖ Technology to support internal Library operations

Technology Resources in the Central Library That will be Extended to the Main Library

Three kinds of technology-based resources presently used in the Central Library will be extended and expanded in the new Main Library, as follows:

The Library Electronic Catalog

The online catalog is a staple in all libraries, including the current San Diego Central Library. What will be needed in the Main Library, however, are capabilities for users to conduct seamless searches of global resources using a universal interface.

The Library is currently addressing this need through a procurement process for a Next Generation Integrated Library System (NGS). The NGS Request for Proposals under development describes the following requirements:

- ❖ The NGS should have easy-to-use capabilities for public and staff access, including Graphical User Interfaces for all public and staff users.
- ❖ The desired system is an online, real-time library system that supports a web browser user interface to an online public access catalog. The public access catalog should provide access to all types of print and non-print materials (e.g., monographs, serials, audio-visual, and manuscripts) found in the Library's collections, and to other Internet-hosted bibliographic and text-based and multimedia electronic databases and information resources that are of interest to users.
- ❖ The system should feature a centralized public access Web Portal for use by the public, available through the City's Gateway and home page that will be the San Diego Public Library's unifying public access interface and point of access to the dynamic variety of online electronic resources that are available in the Library's environment.
- ❖ The NGS Web Portal will allow users to:
 - ◆ Search the Online Public Access Catalog and other local San Diego Public Library electronic resources;
 - ◆ Connect through the Internet or public network to a centralized web site;
 - ◆ Connect using HTTP protocols to online resources available on the web; and
 - ◆ Create persistent individualized or personalized versions of the user interface.
- ❖ The Portal will include capabilities for:
 - ◆ Personalized library services
 - ◆ Authentication of users for access to restricted resources
 - ◆ User-customizable interfaces to library resources
 - ◆ Profiles for personalized library services and content alerts
 - ◆ Content alert service matching user profile
 - ◆ Multiple-protocol database searching, and organization and presentation of aggregated search results"



The Library expects to have an NGS under contract by year's end, and to implement it well in advance of the construction of the Main Library, for well-planned deployment there.

Electronic Databases and E-Books

Figure 7 shows subscription databases currently available from the San Diego Public Library web site. These databases make available thousands of journal articles in both English and Spanish, full text newspapers dating to 1851, and full text e-books through the Library's subscription to netLibrary. San Diego Public Library has purchased a collection of e-books through netLibrary that are available for the public through the Library's online public access catalog. The titles purchased are concentrated in the high demand fields of consumer law, business, computers and the student's favorite helper, Cliff's Notes.

In addition, more than 3,000 books that have entered the public domain are available in electronic format to Library patrons through netLibrary. The Library will continue to add to this collection, as funding allows.

Figure 7: Databases and e-books subscribed to by San Diego Public Library		
TITLE	DESCRIPTION	CATEGORY
AllDATA	Automotive manuals 1982 to present, with diagrams, service bulletins, and more.	Health, Science & Technology
Alt-HealthWatch	More than 170 alternative medicine and complementary health magazines and journals	Health, Science & Technology
Alt-PressWatch	More than 125 alternative and independent press newspapers and magazines	Newspapers & Magazines
AncestryPlus	Genealogy archive based on hundred of sources	History, People & Places
AP Photo Archive	Newspaper photos and graphics -- most are from 1995 to present, some are historical	Newspapers & Magazines
ATLAS	Religion and theology journal collection	Newspapers & Magazines
Biography Resource Center	More than 300,000 full and more than 900,000 capsule biographies, plus related articles	History, People & Places
Books in Print	Publication information on more than 1.9 million books in print and out of print	Reading & Literature
CollegeSource	College and university catalogs and guide	Education, Career & Law
Congressional Universe	U.S. and states' legislative and regulatory activity, reports, and testimony	Business & Government



TITLE	DESCRIPTION	CATEGORY
Curriculum Resource Center	Homework support handouts for history, civics, geography, sports, and more.	History, People & Places
Environmental Universe	News, research, rulings, and data on environmental management	Health, sci & Tech.
Ethnic NewsWatch	Newspaper and magazine articles from the ethnic, minority and native press • Periódicos y revistas de la prensa étnica	Newspapers & Magazines • en Español
Facts.com	Current issues and events from news and reference sources	History, People & Places
FirstSearch	Citations and abstracts for academic and professional journals, reports, and proceedings	Newspapers & Magazines
Forms on File	Printable frequently used forms	Education, Career & Law
Fuente Academica	Periódicos y revistas académicas	en Español
Gazetteer of the World	A directory of places, landmarks, natural features, and more	History, People & Places
Government Documents	Catalog of government publications 1976 to present	Business & Government
Grolier Encyclopedias	Encyclopedias, dictionary, atlas, and yearbook with multimedia content	General Reference
Grove Art	Articles, bibliographies, and images on the visual arts and artists	Arts & Recreation
Grove Music	Articles, bibliographies, scores, and images on music and musicians	Arts & Recreation
Health & Wellness Resource Center	Health and medical information for lay research from periodicals, reference books, and pamphlet sources.	Health, Science & Technology
¡Informe!	Periódicos y revistas hispanas	en Español
InfoTrac OneFile	More than 5000 magazines and journals, some newspapers	Newspapers & Magazines
Junior Reference Collection	Info and images on people, places, history and books	Kids
Kid's Edition	Magazines and reference books for kids	Kids



TITLE	DESCRIPTION	CATEGORY
Landmark Documents and CRC	Archive of more than 1,400 documents from U.S. history and homework support handouts	History, People & Places
Learn-a-Test	Practice for job and academic exams	Education, Career & Law
Literature Resource Center	Biographies, articles, criticism, overviews, glossary, and more on writers and literature	Reading & Literature
MedicLatina	Más de 50 publicaciones médicas en español	en Español
netLibrary	Collection of books viewable online, including consumer law and career development	General Reference
New York Times Archive	Complete run of the New York Times, from 1851 to 1999	Newspapers & Magazines
NoveList	Guide to suggested reading for all ages with reviews and other features	Reading & Literature
Nueva Enciclopedia Cumbre	Enciclopedia en línea en Español	en Español
Opposing Viewpoints	A complete one-stop source for information on social issues	General Reference; Kids
Oxford English Dictionary	Authoritative guide to English language meaning, history, usage, and pronunciation	General Reference; Reading & Literature
ProQuest	More than 1400 newspapers and magazines -- including SD Union-Tribune, LA Times, NY Times, and Wall Street Journal	Newspapers & Magazines
RAND California	Detailed social & economic statistics for California	General Reference
RDS Business Suite	Articles and statistics on management, marketing, and industry	Business & Government
ReferenceUSA	U.S. business, residential, & healthcare telephone directories and more.	Business & Government • General Reference • Health, Science & Technology • History, People & Places
Salud para Todos	Información para temas médicos y relativos de la salud	en Español
Science Online	Student guide to general sciences, with experiments	Health, Science & Technology



TITLE	DESCRIPTION	CATEGORY
SDPL Journal List/TDNet	Searchable guide to all print and online SDPL newspaper and magazine subscriptions	Newspapers & Magazines
Serials Directory	Publication information on magazines and journals	Reading & Literature
Standard & Poor's	Financial reporting on investment devices, companies, industries, and the economy	Business & Government
Stat-USA	Indicators and reports on all aspects of the U.S. economy and trade	Business & Government
Tax Forms - California State	California State tax forms (Franchise Tax Board)	Business & Government
Tax Forms - Federal	Federal tax forms (IRS)	Business & Government
What Do I Read Next?	Guide to suggested reading by genre, theme, and awards	Reading & Literature
WorldCat	Books and other materials in libraries worldwide	General Reference
World of Poetry	Poetry index, with some full-text, biographies, and glossary	Reading & Literature

Additionally, the Central Library's Children's Room offers the following CD-ROM products:

- ❖ Jump Start Reading for Kindergarteners (ages 4-6)
- ❖ Jump Start Reading for 1st Graders
- ❖ Jump Start Math for 1st Graders
- ❖ Jump Start Spanish for Kids
- ❖ Reader Rabbit's Math Journey for grades 1-3
- ❖ Reader Rabbit's Reading 1
- ❖ Carmen Sandiego Word Detective
- ❖ Spelling Blaster ages 6-9

These products are currently only available on stand-alone computers and service would be greatly enhanced by the addition of online products for younger children. This would equalize service throughout the system and enable the Library to provide the latest available upgrades and features.

The Library recently added access to the Opposing Viewpoints Resource Center for library users throughout the City; this database is especially useful in homework assignments. In the future, we would like to add additional resources for homework help to supplement the K-12 curriculum. The Library has identified several databases to add over the next two years to enhance our partnership



with and support of the schools of San Diego. Possible additions, which would optimize younger student's research, include Land and Peoples and SIRS Publishing online products. More advanced students would benefit from the addition of the Los Angeles Times Digital Archive, and a comprehensive History database.

San Diego Public Library Web Page

Over the next two years the Library will redesign and enhance its web presence. The first step will be to update the San Diego Public Library homepage creating improved access to current online features such as subscription databases and the Library catalog. This will be followed by an ongoing total redesign of the web site from top to bottom.

Featured as part of the redesign will be a calendar that will allow our users to better access information about ongoing Library programs as well as special events. Both the Preservation Librarian and the Visual Arts Librarian will provide content for digital exhibitions. These will be accessed through the Library's virtual galleries. Additional new features will include links to digital resources that will give the Library user a perspective on current events.

Technology to Support Patron Needs

A primary purpose for having technology in the Library is, of course, to support patrons' needs to find what they are looking for, or to open new vistas of possibility for patrons. Much of the San Diego Public Library's thinking about technology has been motivated by the desire to place powerful technology tools in the hands of patrons, and the staff members who help patrons.

This section of the proposal begins with an analysis of how technologies will be integrated into the service areas of the San Diego Main Library, which in turn were selected to address needs expressed in the community. Following that analysis is a description of the functions technology will play in the operation of the Main Library; and the characteristics of the technologies expected to be included in the Main Library. The section also includes a description of several specific technology initiatives that will be pursued in the Main Library.

Technology in the Service Areas

Technology in the Joint Venture Projects

The Joint Venture Projects represent a commitment on the part of the San Diego Main Library and the San Diego Unified School District to collaborate on a number of programs that will benefit constituents of both organizations. This collaboration will be heavily dependent on the effective use of technologies, in at least the following ways:

- ❖ The Library and the District will seek to "intertwine" their resource catalogs, in ways that will facilitate searching for information from either agency. Initially, this intertwining will involve placing links to the respective electronic catalogs from one agency to the other. Thus, students searching for materials for their assignments will be able to look both at the holdings of the District and the holdings of the public library. As technologies evolve, it may be possible to permit a fully integrated search, where a query for materials automatically searches both catalogs.



- ❖ The Library and the District will explore the uses of various forms of telecommunications to make it possible for students in District schools to join electronic events originating at the public library. The TechnoCulture Joint Venture project is particularly focused on this kind of activity. For example, if the Library is hosting a local author to talk about his/her latest book, students in the District could participate live in that session through two-way interactive video teleconferencing, or some form of live streaming through PCs.
- ❖ The Library and the District will regularly consider leasing together electronic databases that would be of value to students and Library patrons. This joint leasing may make it possible for both organizations to gain access to electronic resources that neither agency could afford on its own.
- ❖ Staff in the District could use technologies to inform the Library staff of upcoming units of study that are being launched, so that the Library can prepare itself for increased demand for certain kinds of resources. A District-Library bulletin board might be established to facilitate this kind of interaction.
- ❖ The Library will make access to internet-connected computers available to students well beyond the normal closing time of the schools. Thus, Library technology resources will be able to greatly extend the access students can have to sources of information needed to enhance their academic performance.

Technology in the High Priority Service Areas

- ❖ **Formal Learning Support.** Much of the formal learning support to be provided by the Main Library consists of making an excellent collection of materials available to learners. The technology function of providing access for all extends to all patrons. Access to technology beyond the normal operating hours of the schools is of particular importance to students. The function of enhancing search capacity is vital to the patron's effective use of information resources, to find what they seek. In addition, this function of technology will prepare students for skills they will need in their chosen career. Students, and other patrons, are likely to make extensive use of the information storage and manipulation function, as well as the communications function. In fact, it can be argued that the formal learning support service area will utilize all of the technology functions outlined.
- ❖ **Youth Development.** One of the primary purposes of the youth development service component is to provide training in the uses of technologies for teens. The workstations located throughout the Main Library, as well as the instructional laboratory, will be used to achieve this goal. In addition, it is expected that teens will be "employed" to teach others how to use computers in the library context. As part of the Youth Employment Program, teens will receive job training and work experience at the Main Library; some portion of this work experience will involve working with technologies.
- ❖ **Basic Literacy.** The Main Library will acquire (lease) and use technology-based resources in its basic literacy programs. Thus, technologies will be used in the direct support of teaching and learning basic literacy skills. In addition, technologies will be employed to assist in managing the learning experiences and results of participants in basic literacy programs in the Library. Finally, technologies will be used for communications between the Main Library and community organizations providing literacy services. Information resources will be shared electronically with these community organizations as appropriate.



- ❖ **Commons.** Technology will support the Commons service area by providing quality presentation equipment and support, through the establishment of virtual communities, and through the support and enhancement of various exhibits held in the Library.

Technology in the Core Service Areas

The use of technologies will differ depending on which Core area is being examined, but, once again, technology will be central to the provision of each of the core areas. Following is a sample of some of the ways technologies will be used:

- ❖ **Business and career information:** A primary use of technology in this service area will be to provide access to electronic databases on a myriad of topics pertaining to business and careers. Most individuals cannot afford personal subscriptions to these expensive databases: the Library gives access to any number of users.
- ❖ **Community referral:** The Library will provide access to a comprehensive database of community resources. A model for this kind of community referral service is the Berkeley Information Network, which can be found at <http://library.berkeley-public.org:81/screens/mainmenu.html>. Without modern technologies, this kind of service, which puts information about most community services available to residents at their fingertips, is almost impossible to offer.
- ❖ **Consumer information:** The Library historically has offered many types of consumer information services. Technology makes such information much more comprehensive and up-to-date, and will be used extensively for consumer information in the Main Library.
- ❖ **Cultural awareness:** Technology will be used to capture local cultural events and attractions, and make those records available electronically to any user interested in the subject matter. For example, events at the Chinese New Year celebrations can be captured in digital photography, and placed on the Library's web site to be shared with anyone who is interested. Technology in this instance helps to capture and maintain a community memory of important cultural events and activities.
- ❖ **Current topics and titles:** The word *current* is key here. Through the use of technologies, Library patrons can gain access to the most current information on almost any topic. Also, as e-book use expands, and as printing-on-demand becomes more commonplace, patrons will have opportunities to find and print the very latest publications on a given topic.
- ❖ **Government information:** Most government information being produced today is disseminated only in electronic form. Technology is rapidly becoming the only means whereby citizens can access materials created by their government.
- ❖ **General information:** The Main Library will use information kiosks to contain and display a great deal of general information for patrons. In addition, however, the reference desks will have access to an increasing number of electronic databases that will provide general information on demand.
- ❖ **Local History and genealogy:** Electronic databases will increasingly hold historical and genealogical information. Also, the Library will attempt to keep up with latest applications packages that permit effective searching of these databases.



- ❖ **Information literacy:** Technology is, of course, at the heart of information literacy. At the time the Main Library opens, many citizens will conduct much of their searching electronically. They will need to know how to use the technologies that serve as gateways to information.
- ❖ **Lifelong learning:** The Main Library will provide access to the growing legion of online learning courses and modules. Patrons will be able to come to the public library to “attend” distance education courses, or independent study programs. In addition, the Internet (and its next manifestation) will offer more and more resources for individuals to continue their education outside formal education programs. And, of course, the electronic catalog, and the databases it provides, will prove to be a major source people will consult to meet their learning objectives.

Technology Functions in the San Diego Main Library

Technology will be expected to perform a number of vital functions in the San Diego Main Library, for both patrons and staff. These functions include the following:

Provide Adequate Access to Technologies for All

To achieve the goals of the Library Plan of Service, users in locations throughout the new Main Library must have network access to digital information resources available on the Library’s LAN/WAN and through the Internet. There must be *broadband network access and enough* workstations and other user devices for patrons to have ubiquitous and high-quality access to the Library’s information resources – sufficient access to avoid the time-consuming and frustrating delays that users sometimes experience in the current environment. At times, up to 20 patrons could wait as much as one hour to use a computer in the current Central Library. Increased access will be provided through:

- ❖ Substantial increases in the number of PC workstations available to patrons throughout the Library. Guidelines for projecting the numbers of required PCs that were developed by the IT Strategic Planning Process will be applied to the latest building program that calls for more than 400 public access workstations in the Main Library.
- ❖ Network and electrical infrastructure that will permit patrons to bring their own laptop PCs to the Library and plug-in to the Library network and the Internet and the resources they offer.
- ❖ Wireless network capabilities that will allow for portable user devices (e.g., notebook computers and emerging types of web tablets and hand-held information appliances) to be checked-out to patrons for use throughout the building.

Enhance Patron and Staff Capacity to Find Relevant Information

One of the most important roles of technology in the Main Library will be enhanced information searching capabilities for both Library staff and patrons. Although searchers have online catalogs and Internet search engines there remain obstacles to finding needed information, particularly in instances where users do not have precise understandings of needed resources. As stated earlier, what will be needed in the Main Library are capabilities for users to conduct seamless searches of global resources using a universal interface. For a more complete discussion of the Library’s efforts to procure a Next Generation Integrated Library System, please see the section above on *The Library Catalog*.



Provide Patrons with Opportunities to Store and Explore Their Information

As patrons gain access to tools that enable them to find more and better information, they will also begin to want a place to store the information they find, and to spend time exploring that information in various ways. The technology environment in the new Main Library should provide patrons with the option to store and explore.

One vision for this service was portrayed in a *Technology Vision Paper* prepared in 1997 for the San Diego Public Library by RMG Consultants, Inc. That paper described a view of technology in the Main Library from the perspective of a patron, and included these points:

I (the patron) will be issued a "Smart ID Card that gives me physical access to restricted areas within the building and to electronic information resources provided by the Library to holders of the Smart ID Card.

I will be able to save electronic files that the Library will store for me in my private electronic file that only I can access, through the use of my Smart ID Card and my PIN. When my private electronic file fills up, I will be asked to remove information before I can store more.

I understand that while the library has subscribed to many electronic information resources that I can use free of charge, I can also access through the Library's network hundreds of others on the World Wide Web. (RMG Consultants, 1997, pp. 4-5)

While the system implemented by the San Diego Main Library may or may not look exactly this way, the intent is to have some system in place that will allow patrons to store information in a secure environment.

Provide Patrons with the Means to Look and Listen

Audio, video, and multimedia information resources continue to grow as part of the Library's collection. In the present facility, patrons have no access to a place to watch videos, listen to audios, or work with DVD technology. Because these electronic forms of information are of significance, it is important that the Main Library offer a means whereby patrons can access these forms of information while in the facility.

The design of the Main Library does make provisions for patron Looking and Listening. The specific technologies for this function will be selected among options available at the time.

Support Patron Learning Environments Within the Main Library

The Main Library will establish a number of technology-supported learning environments to enhance patron learning. While in a sense the entire Main Library is a learning environment, within the Library will be several facilities dedicated to instruction and learning.

The primary example of such a learning environment will be the Computing Instructional Laboratory. This facility will be dedicated to instructional activities focusing on information literacy, but may also be used for any more formal class for which free online access to computers would be necessary or helpful. The downtown area has very few places that provide training or free



online access. There are only six Computer Technology Centers in the immediate service area for the Central Library.

Facilitate Patron and Staff Communications

One aspect of participation in the global information society pertains to the ability of individuals to communicate with other people, organizations, governments, etc. The Main Library intends to provide opportunities for patrons and staff to access communications channels. The Library will provide such opportunities through at least the following mechanisms:

- ❖ Patrons and staff will have access to workstations that permit e-mail exchange, in whatever form is available at the time. For many patrons, the Library will be their only access to e-mail service.
- ❖ The Main Library will permit patrons and staff to become part of virtual communities by providing online access to those communities. The Main Library will not be passive in this service; the Library itself will establish and host specific virtual communities, and will make patrons aware of other such communities on topics of interest.
- ❖ The Main Library will offer video teleconferencing services to patrons and staff. These services may include community meetings; seminars with remote participants; small business connections; local, state, or national town hall meetings; and other kinds of functions that require gathering people from remote locations together.

Provide Reference Services to Patrons Outside the Physical Walls of the Main Library

The San Diego Public Library plans to continue and expand its reference services to patrons who are remote from the Main Library and Branch facilities. To do so will require the use of a range of technologies, including, but not limited to:

- ❖ E-mail submission of reference questions, with e-mailed responses to those questions in a timely fashion.
- ❖ Audio messaging (voice mail) submissions, with e-mailed or surface mail responses.
- ❖ Instant messaging submissions for ready reference questions, with instant messaging, interactive responses.

Support Library Programming

The Main Library will utilize technologies to support its programming efforts. Following are some examples:

- ❖ The Main Library will equip its meeting rooms with high quality audio and projection equipment, online computer access, and other forms of technology that will support presentations, interactive participant activities, etc.
- ❖ The Main Library will select and maintain electronic resources to support programming efforts, such as making available high quality adult basic literacy educational programs to directly support the Family Literacy Center. The perspective is one of using technologies to enhance and extend whatever programming efforts are being undertaken.
- ❖ The Main Library will use program scheduling and management software to most effectively and efficiently implement its programming efforts.



Preserve Local Culture

The Main Library will use a variety of technologies to preserve and share local cultural resources with the community. To that end, the Library will:

- ❖ Maintain video and audio equipment that can be used to record cultural events and other activities that may be of interest throughout the community.
- ❖ Digitize locally produced and rare print materials for distribution electronically.

Enhance Patron Navigation

The Main Library will utilize technologies to assist patrons to find their way around the Main Library. For example, electronic building directions will be developed, possibly with interactive capacities. Electronic kiosks will be located at strategic locations to provide navigational assistance, answer questions, etc.

Technological Characteristics

The City of San Diego's data/voice network, commonly called SANNET is maintained by San Diego Data Processing Corporation. SANNET is the network that connects the Central Library, adult literacy program and branch libraries to City and Library electronic resources, including the catalog and patron databases, Intranet, Internet, messaging servers, file/print servers and network attached storage. The Mayor and City Council approve the Corporation's annual operating budget. The Corporation and the City's Information Technology (IT) and Communications Department work together under the City's IT Governance Process to manage City IT standards. The City of San Diego's IT Governance Process includes three committees with Library staff representation on each. The Library Director serves on the IT Governance Committee; the Supervising Librarian of Information & Technology is on the Business Case Review Committee; and the Technical Support Supervisor sits on the Technology Advisory Committee (IT-TAC). IT-TAC Technical Subcommittees include Library staff as well.

The City of San Diego and SDDPC, its data/voice network provider, adhere to the following standards collectively referred to as REMnet (Reliable, Expandable, Manageable network). The REMnet design is based on the Electronics Industry Association/Telecommunications Industry Association (EIA/TIA) and Institute of Electrical and Electronics Engineers (IEEE) standards as well as best business practices. In addition to the City's REMnet standards, guidelines from Libris Design (www.librisdesign.org) will be incorporated into the technology configuration for the Main Library. Using the current version of the REMnet standards, the City of San Diego's new Main Library will have the following characteristics:

- ❖ Certified category 5e, category 6 or the most current IEEE standard will be used for horizontal wiring to all network jacks, supporting speeds of up to one gigabit to every seat in the library. Current REMnet standards support use of the Krone TrueNet structured cabling system allowing use of one common cabling system to support all data/voice/and building control systems.
- ❖ Conduit paths will be designed to take into account current and future needs of the library to ensure that changes to the environment can be done quickly and economically.
- ❖ Enterprise class Cisco switching equipment will be used in all data/voice closets. All core network equipment is configured to support SNMP protocol, leveraging the City's existing



investment in network management tools. Network management for all City of San Diego facilities is provided from a central location by San Diego Data Processing Corporation.

- ❖ At least one data/voice termination closet will be located on each floor of the building. REMnet standards clearly define the size, design, and environmental factors (based on EIA/TIA and IEEE guidelines) for each data/voice closet to ensure maximum performance and reliability of the City's network. Using the EIA/TIA supported star network topology, all intermediate data/voice closets will collapse into one backbone, located adjacent to the Wide Area Network equipment and provider Demarc.
- ❖ All intermediate voice/data closets will be connected to the backbone closet via fiber optic cable, using Gigabit Etherchannel technology to ensure a robust and redundant environment.
- ❖ Wireless connectivity for library visitors and staff will be based upon the IEEE's 802.1x standard. As this technology is rapidly growing it is difficult to predict where and how many access points will be needed at this time. However, any implementation of wireless will be based on a detailed wireless survey of the as-built environment to ensure adequate coverage and maximum reliability. This technology will allow staff the flexibility to assist patrons throughout the library, rather than only from the reference desk. Patrons will be able to connect to the Internet or the Library's intranet from their personal laptops anywhere in the library.
- ❖ Dynamic Host Configuration Protocol will be used to assign TCP/IP addresses to all wired and wireless devices accessing the data network. For manageability and ease, TCP/IP is the preferred protocol for use in the City of San Diego's network environment.
- ❖ All computers throughout the library will include low energy consuming and space saving LCD flat panel monitors. Desktop computers will be small form factor or ultra small form factor to further reduce energy costs and space requirements.
- ❖ All public computers will include Internet Explorer, Microsoft Word, Excel and PowerPoint, or other similar software applications prevalent in the marketplace. Computers will print to a pay printer workstation on each floor. Imaging technology will be used to deploy new and upgraded computer workstations. Standard images are developed for each type of public workstation which allows for fast, easy and consistent deployment of a secure and stable desktop computer workstation. Remote desktop management is also available over the high speed SANNET network.

Special Technology Initiatives

A Collaborative to Address the Digital Divide in San Diego

The San Diego Public Library has played a key community role in attempting to lessen the "Digital Divide" in San Diego. The customers of the services of the Library have been very clear that the Main Library is to be a hub of technology access. Plans for greatly expanding the numbers of computers available to residents of San Diego in the new Main Library will help to address this important social issue. In addition to its own initiatives to expand access to technologies for all citizens, the San Diego Public Library has joined a number of alliances in the community who meet regularly to network and discuss ways of bridging this divide, including the following:

- ❖ **The City of San Diego Science and Technology Commission.** Since the early 1990s, San Diego has transformed itself into a world leader for revolutionary advances in biotechnology,



digital wireless communication, high definition digital technology, medical imaging, and materials science technology, among others. Because technology and its uses evolve very rapidly, it is important that the City has established a Science and Technology Commission that can advise the City on matters that impact both the technology industry and research and scientific institutions in order to help ensure that our region will continue to attract and incubate growth and investment. The Commission's purpose is to advise the Mayor and City Council on policy and issues shaping this dynamic and exciting frontier, and advise on continued investment in our region.

- ❖ **Digital Inclusion Working Group (DIWG) – A Subcommittee of the City of San Diego Science and Technology Commission.** The concern about the digital divide in San Diego is being addressed by the Digital Inclusion Working Group, a subcommittee of the City of San Diego's Science and Technology Commission. The Working Group consists of members of organizations who meet regularly to network and discuss ways of bridging this divide. The purpose of convening this group was to incubate dialogue, leverage and provide mutual benefit among the organizations with the goal of achieving digital inclusion more rapidly and with a smarter use of existing resources. The Library plays an important role as these groups work together to bridge the digital divide. The Library is currently preparing an electronic map of all the computers available for public use in the area, which will include computers in libraries, Community Technology Centers, schools, colleges, and other agencies.

At a recent meeting, representatives of the San Diego Unified School District and the San Diego County Board of Education reported on the status of technology in schools in the area. Following a description of the immense technology access and training needs in the schools, a discussion ensued on various resources available in the community that could be leveraged to fill some of these needs. There was a good deal of interest in building collaboration between the schools and community groups with computer labs that are under-utilized during the daytime. Collaboration would be especially relevant in this time of economic cutbacks and requirements that San Diego be "smarter" with existing materials. The Working Group will continue to facilitate a potential collaboration.

- ❖ **The San Diego Futures Foundation.** The San Diego Futures Foundation was established in 1999 to help bring technology and technical services to San Diegans. To date, the Futures Foundation has donated more than 2,800 computers and provided more than 3,000 hours of technical services to San Diego's nonprofits, community based organizations and schools. The Futures Foundation is governed by an 11-member board of directors. The board consists of individuals representing the founding Pennant Alliance companies, as well as each of the five San Diego county districts.

The San Diego Futures Foundation has recently developed SDcommunities, an exciting new web portal that empowers San Diegans to actively participate in their communities through dialog in interactive forums, through the sharing of community and civic information or through direct posting of local news and events. SDCommunities informs citizens of government, educational, nonprofit, and private sector resources located close to home and throughout the county, state and nation. The Library will be contributing to this exciting web portal by providing listings of events at all its facilities and providing a link to SDCommunities on the Library's web page.

- ❖ **San Diego Regional Technology Alliance.** The San Diego Regional Technology Alliance is a private non-profit corporation that promotes sustainable technology growth in the region by



providing direct business assistance and networking opportunities to entrepreneurs and high tech and biotech companies, programs to bridge the digital divide, and research and education to help shape public policy and forge effective collaborations. The Library is working with the Alliance to help under-served communities to achieve computer literacy and bridge the digital divide; and community leaders with industry research, to help shape public policy and forge effective collaborations.

- ❖ **The San Diego Community Technology Coalition.** The mission of the San Diego Community Technology Coalition is to use the power of technology to strengthen individuals, communities, and organizations. The Community Technology Centers play a vital role in extending access to technology to all our neighborhoods. Working with the Coalition, the Library hopes to foster and promote better understanding of community technology and the digital divide so that San Diego becomes a region where lives and communities are transformed through technology.

Technologies for Persons with Disabilities

The San Diego Public Library has recognized its responsibility to provide technology-based resources and services for patrons with disabilities. Through its ICAN! Center (described elsewhere in this proposal), the Library has had conversations with hundreds of persons with disabilities who have used the services of the Library, and with representatives of most of the agencies in San Diego that provide services to this special population. The Central Library has provided a range of resources to individuals with disabilities. Technology has been a primary tool for the provision of such services.

Recently, the San Diego Public Library was one of only four public libraries in the United States to receive a grant from Hewlett-Packard of two, state-of-the-art workstations designed for use by persons with disabilities. These barrier-free workstations were developed with input from hundreds of librarians, as well as community leaders. The grant, together with another grant received from the California State Library to explore new avenues for providing services to persons with disabilities, has positioned the San Diego Public Library as a leader in using technologies to meet special needs.



The equipment obtained by the Central Library as part of the Hewlett-Packard grant is described in Figure 8.

Figure 8: Technology for persons with disabilities obtained via grant for the ICAN! Center		
<i>Assistive Technology Products</i>		
ITEM	AT PRODUCT	MANUFACTURER
1	JAWS for Windows, Professional Edition	Freedom Scientific
2	ZoomText Xtra, Level 2	Ai Squared
3	Open Book	Freedom Scientific
4	Aladdin Rainbow Pro Closed Circuit Television	Telesensory
5	Large Print Reverse Print EasyType Keyboard	Key Tronic Corporation
6	Portable Stereophones headset	Koss
7	Y-mouse Keyboard &. Mouse Adapter for USB	P.I. Engineering, Inc.
8	Tracker 2000	Madentec
9	SofType On-screen Keyboard	Origin Instruments Corporation
10`	Jell Bean Switches	AbleNet, Inc.
11	Roller Plus Joystick	Penny & Giles Computer Products, Ltd.
12	Maxim Adjustable Keyboard and Optional Numeric Pad	Kinesis Corporation
13	MicroMini Keyboard	Solid Year, Co., LTD
14	BigKeys LX Keyboard	The BigKeys Company Gre tone Digital, Inc.
15	Smart Cat Touch ad	Cirque Corporation
16	Expert Mouse Trackball	Kensington Technology Group
17	Read & Write Gold	TextHELP!
18	Kurzweil 3000	Kurzweil Educational Systems



HP Products

ITEM	HP PRODUCT	MODEL #
19	Compaq Evo Desktop Computer	D510
20	Compaq LCD Monitor	FP7020
21	HP LaserJet Printer	1200se
22	HP ScanJet Scanner	3570c

Workstation Furniture

ITEM	STEELCASE ITEM /DESCRIPTION	PART #
23	CHAIR-OPNL, PNEU HT, MID B, SFT CAP, ADJ ARM H/W & SEAT D SHELL	4535330DW
24'	BASE POWER IN-3 CIRCT, DUPLEX OR TRIPLEX, 1/s" CONDUIT/6' LEAD	98669
25	EASTRIDGE W/ENHAN 21 DIAG PLT	MKC110
26	ELSA LIGHT -FREESTANDING	LELSF
27	RECEPTACLE-DUP, 3 CKT, SHRD NEUT /4 CKT, 3+D, 15 AMP, LINE 1, CTN/6 PLASTIC :6000 BLACK	986831 DA15S
28	STANDARD CLAMP BASIC :835 BLACK	CFSPC
29	STD CLAMP, DUAL ARM 75MM AND 1 OOMM MNT PLATES BASIC :5103 CHARCOAL	CFSAC
30	TS PANEL-TACKABLE, 5436 BASIC :7207 BLACK TEXTURE W/ POWER OPTIONS	TSAPF5436
31	TS PANEL-TACKABLE, 5436 BASIC :7207 BLACK TEXTURE	TSAPF5436
32	TS TRIM-VERTICAL, EOR, 54 BASIC :7207 BLACK TEXTURE	TSAPTC54
33	TS TRIM-VERTICAL, EOR, 54 BASIC :7207 BLACK TEXTURE	TSAPTE54
34	WORKSURFACE PACKAGE-ADJUSTABLE HEIGHT, ELEC, STR, 60" BASE :0835 BLACK DETAILS	X07379
35	FILE-LATERAL, FULL WIDTH PULL, 2 DWR, LK, 18x30x27 BASIC :7207 BLACK TEXTURE	
36	COUNTERWEIGHT-LATERAL FILE	847CW



Technology Demonstration Center: Inventing the Future Laboratory

On the fourth floor of the Main Library, space is allocated to a unique area, a technology demonstration center called the ***Inventing the Future Laboratory***. The focus of this Laboratory is threefold:

- ❖ To provide an environment where laboratory staff, and other interested parties in the community, can explore the potentials of new and emerging technologies for use in public libraries, and wherever people are engaged in the activities of information seeking and analyses.
- ❖ To provide a showcase for patrons and other interested persons to see for themselves what new technologies are being invented, and how they might use those technologies in their own lives.
- ❖ To offer young people (and older people as well!) insights into new career possibilities resulting from the invention of new information technologies.

It is envisioned that the Inventing the Future Laboratory will include items such as:

- ❖ The latest in virtual reality spaces, such as The Cave.
- ❖ Wireless technologies for acquisition of information resources.
- ❖ New technologies for enhancing access to information by persons with disabilities.
- ❖ New voice technologies.
- ❖ New software applications of all kinds.

It is impossible at this point in time to specify what kinds of things might be found in the Laboratory, for it is impossible to know what technologies will be available or emerging at the time the Laboratory opens. This Laboratory is, after all, an “Inventing the Future” laboratory.

It is the intent of the Library to seek sponsors for the Laboratory. There are some precedents for this kind of facility. The Media Lab at MIT is one model for this activity. The Inventing the Future Laboratory would be unique among public libraries, however, and would establish the San Diego Main Library as a national leader in the exploration of technologies for public library application.

Once the Inventing the Future Laboratory is up and running, we believe it will attract hundreds or perhaps thousands of people annually to see what new things are happening in technology. The Laboratory could become a draw for the many tourists who come to San Diego. The Laboratory will contribute to the perception of San Diego as one of the main technology centers in America.

It is evident that the integration of technological functions into the Plan of Service to support patrons is not just a good idea, but rather is fundamental to implementation of the service plan. In the Main Library, technology will be regarded as a tool, an important aid to finding and understanding information. Technology will not be installed for its own purposes, but rather to serve the purposes of the Main Library itself, and the purposes of the patrons who choose to use the services provided by the Main Library.



Technology in Support of Library Operations

Technologies will also be used to make the operations of the San Diego Main Library more effective, efficient, and friendly for patrons and staff. While new technologies may be available at the time of the opening of the Main Library, the following gives an overview of the kinds of technologies to be employed in that facility:

Leadership in Energy and Environmental Design (LEED)

The U.S. Green Building Council (U.S. Green Building Council 2002) is the nation's foremost coalition of leaders from across the building industry working to promote buildings that are environmentally responsible, profitable, and healthy places to live and work. A national nonprofit organization based in Washington, D.C., the Green Building Council is comprised of a diverse membership of organizations who are consensus-driven. The Council is the developer and administrator of the LEED Green Building Rating System.

The Council endorses design and construction practices that significantly reduce or eliminate the negative impact of buildings on the environment and occupants in five broad areas:

- ❖ Sustainable site planning
- ❖ Safeguarding water and water efficiency
- ❖ Energy efficiency and renewable energy
- ❖ Conservation of materials and resources
- ❖ Indoor environmental quality

LEED is based on accepted energy and environmental principles and strikes a balance between known effective practices and emerging concepts. The development of LEED was instigated by the Green Building Council membership, representing all segments of the building industry, and was developed using a transparent process open to the public. The rating system provides a framework to help move the U.S. building industry to more sustainable practices. It responds to the U.S. marketplace and to budgets of U.S. design practices.

The LEED Rating System is on a five-year review cycle. Several incremental 2.x versions will be developed and piloted before making the leap to version 3.0 (ETA 2005). The LEED whole-building approach encourages and guides a collaborative, integrated design and construction process that optimizes environmental and economic factors

There are four levels of certification:

LEED CERTIFIED	26 - 32 POINTS
SILVER LEVEL	33 - 38 POINTS
GOLD LEVEL	39 - 51 POINTS
PLATINUM LEVEL	52+ POINTS (69 POSSIBLE)

It is the intent of the City of San Diego to achieve a LEED Gold Rating for the new Main Library.

The LEED rating system was created to:



- ❖ Facilitate positive results for the environment, occupant health and financial return
- ❖ Define “green” by providing a standard for measurement
- ❖ Prevent “green washing” (false or exaggerated claims)
- ❖ Promote whole-building, integrated design processes
- ❖ Use as a design guideline
- ❖ Recognize leaders in sustainable design
- ❖ Stimulate green competition
- ❖ Establish market value with recognizable national “brand”
- ❖ Raise consumer awareness

The benefits of achieving a Gold LEED Rating are many for the staff and library patrons, including:

- ❖ Environmental conditions in the new Main Library will be optimized to achieve the level of environmental comfort found to make humans most productive. It has been stated by reputable authorities that a building that has optimal environmental conditions will increase human productivity by approximately 15%.
- ❖ Glazing will make maximum use of the type of light and solar gain that is desirable and eliminate that which is not. This will result in less eyestrain and glare when using electronic units. Screens and sunshades will be used to eliminate and/or filter direct sunlight, creating a light but pleasant space for library users.
- ❖ A displacement ventilation system is recommended for the building creating layers of temperature with very low velocities of air being pushed by the mechanical system. This type of ventilation also generates very little stirring of particulate matter, lowering the amount of airborne dust. This strategy would be very much in line with a thermally comfortable environment as well as an effectively ventilated space, two concerns for Indoor Air Quality.
- ❖ The library’s location, adjacent to a light rail and bus transportation systems, as well as proximity to an inter-city rail, make the library easily accessible by energy saving public transit. It will be easy to access the new Main Library from anywhere in San Diego using public transit.
- ❖ Energy saving bicycle transportation will be encouraged by the lockers and racks that will be available to bicyclists.
- ❖ Having the parking underground beneath the library will allow landscaping on more of the site providing a pervious surface that can absorb storm water and retain little heat. This will enhance the experience of library users and staff that will use the outdoor areas.

Security for Staff and the Public

Balancing building access control with providing convenient access is a major security challenge for any library. In an effort to meet these challenges, the new Main Library will have an electronic key system to allow entry into secure areas based on the person’s need to enter the area. Access control provides a range of security based on the type of system and its application. A card reader system using staff Photo ID cards in place of traditional brass keys will allow staff inside locked areas of the



building during evening and weekend hours based on their access privileges. Card readers will be used on exterior staff doors and allow entry by swiping the staff Photo ID through the reader to unlock the door. Groups meeting in the library will be issued temporary Photo ID cards that will provide entry into meeting areas, but will “expire” after the meeting is completed.

A guard station on the main level of the building will be equipped with a closed circuit television system that will enable building guards to observe public and some staff areas to provide security to the entire building and grounds. A building communication system will allow the guard at the monitoring station to send help whenever a situation requiring intervention arises.

In addition, the new Main Library building team has integrated the building inspection, fire, and police inspection officials into the planning for the library. At every stage in programming and design, input has been received from these officials on how the new Main Library may be made safer for staff and users.

Self check In and Out

The new Main Library will use self check in and out terminals to allow library users to control their loan transactions, as well as to free up scarce staff resources. Some of the characteristics of the system that will be used include:

- ❖ Real time customer check-in for all media
- ❖ Instant customer return receipt
- ❖ Touch screen instructions
- ❖ Automated security resensitizing for print& optical media

The patron self check Interface helps to automate the library system by performing repetitive and time-consuming tasks such as checking in and checking out materials. Self check allows staff to concentrate on providing more personal and complex services. The self check interface allows the self check system to communicate directly with the library’s automated circulation system, thus automatically recording transactions as they are processed. The system controls the processing of renewals and allows the processing of fines for overdue items as they are checked in.

Radio Frequency Identification Tags

The new Main Library plans to attach radio frequency identification tags to the monograph and media collections in order to protect them and to allow better inventory control. The system will make it easier for staff to keep the collection in order, retrieve materials for patrons, and inventory the collections. The Radio Frequency Identification (RFI) systems that are being examined work with the library’s existing 3M equipment, and can be integrated into the Tech Logic book return system.

Tech Logic

Tech Logic has perfected a book and media return system that delicately moves library materials from the drop-off slot to bins that automatically adjust the level of materials so no one needs to ever bend down again. The system automatically sorts books and media and places them on carts ready to be brought to the shelves, with no human sorting required.



Library materials will be returned to the circulation desk, placed on a conveyor belt, and read by a device that automatically routes them to their specified location. The City will invest nearly \$1 million in this system because it is felt that it will pay for itself in reduced labor costs over the system's lifetime. In addition it will return books to the shelves much quicker than conventional methods meaning that patrons have faster access to the library's collection.

Self check, RFI, and the Tech Logic materials handling system will be integrated in order to have the best possible control over the library's collections. This means that materials will be more readily available and findable by library patrons.

